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ABSTRACT

In the fall of 1974, a questionnaire concerning details of training programs for junior college English teachers was sent to all graduate departments which offer such programs. This report presents the responses to the questionnaire from 22 states and the District of Columbia, brought up to date as of spring 1976. The report will enable students to compare the offerings of different programs, while it provides community colleges with information for evaluating job seekers according to the emphases of the programs in which they trained. The questionnaire is appended. (JM)

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An Annotated List of Training Programs for Community College English Teachers: A CCCC Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Compiled by Gregory Cowan, Chair
Guidelines Implementation Committee

ERIC

Clearinghouse on Reading and Communication Skills
Clearinghouse for Junior Colleges
National Institute of Education

Conference on College Composition and Communication
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CS 823 258

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Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the US Office of Education and now sponsored by the National Institute of Education (NIE). It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs.

Through its network of specialized centers, or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its reference publications.

ERIC/RCS, the ERIC Clearinghouse on Reading and Communication Skills, disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions. The scope of interest of the clearinghouse includes relevant research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials related to all aspects of reading, English, educational journalism, and speech communication.

ERIC/JC, the ERIC Clearinghouse for Junior Colleges, includes within its scope documents on the development, administration, and evaluation of public and private community junior colleges and on junior college students, staff, curricula, programs, libraries, and community services.

The ERIC system has already made available through the ERIC Document Reproduction Service much informative data. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Rather than resting at the point of making research reports readily accessible, NIE has directed the separate clearinghouses to work with professional organizations in developing information analysis papers in specific areas within the scope of the clearinghouses.

ERIC/RCS and ERIC/JC are pleased to cooperate with the Conference on College Composition and Communication in making the CCCC *Annotated List of Training Programs for Community College English Teachers* available to the members of NCTE.

Bernard O'Donnell
Director, ERIC/RCS

Arthur Cohen
Director, ERIC/JC

Introduction

In 1972, following the printing of *Guidelines for Junior College English Teacher Training Programs*, the Executive Committee of the Conference on College Composition and Communication appointed a committee to implement those guidelines.* A questionnaire, devised by this committee and approved by the CCCC Executive Committee, was sent in the fall of 1974 to all graduate departments which had indicated special programs for the training of community college teachers of English. The findings of this study, brought up to date as of spring 1976, appear in this report, arranged alphabetically according to state. Students interested in such graduate programs will be able, through the use of this guide, to compare offerings and to make well-informed choices. With the help of this information, community colleges, too, will be able to evaluate job seekers on the basis of the emphases of the programs in which they trained.

Because of the unavoidable overlap of some questions of the survey form, readers of the guide should not regard as exclusive the categories described in the section on program and faculty. One person, for instance, may appear in more than one category.

Any department whose program does not appear in this guide may contact Gregory Cowan, Texas A&M University, in order to be included in a subsequent revision of the report.

Gregory Cowan, Chair
Guidelines Implementation Committee

*This committee comprised Tom Barton, Mike Cooper, Gregory Cowan, Edward P. J. Corbett, Marianna Davis, Ward Hellstrom, Richard Larson, Nancy Prichard, Elisabeth McPherson, and Audrey Roth.

The following acronyms are used throughout the text:

AACJC, American Association of Community and Junior Colleges
ADE, Association of Departments of English
CCCC, Conference on College Composition and Communication
CEA, College English Association
CEE, Conference on English Education
CLA, College Language Association
ECCTYC, English Council of California Two-Year Colleges
MLA, Modern Language Association
NCTE, National Council of Teachers of English

ARIZONA

University of Arizona
Tucson, Arizona 85721
Oliver F. Sigworth, Director

Program and faculty. Candidates generally require three or four terms beyond the baccalaureate to complete the MA, which is designed primarily for holders of the BA in English. Approximately 18 students had received the MA at the time the questionnaire was returned. Seventy-five percent of those enrolled receive financial aid. There are no student subsidies for conference attendance. The English department has major administrative responsibility; no faculty member has a sole commitment to the program. There are five women on the faculty.

Requirements. In the middle of their programs, students must undertake a one-semester internship; they are encouraged to visit and observe community colleges. The course of study places particular emphasis on English as a second language. Competence in history of the English language, criticism, psychology of learning, and the history and philosophy of the community college is required; competence in the nature of language, grammar systems, and semantics is suggested. Students must be familiar with English and American literatures; they are encouraged to become acquainted with American-Indian literature and with literary genres. Writing and reading are taught in required courses and during the internship. Students must write term papers and criticism; no thesis is required nor are explanations of projected teaching outcomes expected. There is 30 percent flexibility for individual program design. Some credits may be applied toward the PhD in English.

Evaluation. Major decisions in program planning were made in a series of conferences in which community college English teachers and administrators participated; discussions were held with prospective students in the planning. There is formal reevaluation of the program every three years; the students and faculty of the program and area community colleges participate in this evaluation. The *Guidelines* were not employed in the planning of the program; they are partially implemented in its evaluation. University visits to the community colleges and contacts at professional conferences serve to inform the community colleges of the program's requirements, its recruitment of students and placement of interns. There is another institution offering a training program in the state.

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CALIFORNIA

California Polytechnic State University
San Luis Obispo, California 93407
Edward A. Cairns, Director

Program and faculty. The program prepares candidates for the California Community College Teaching Credential and awards the BA and MA. Forty-five quarter units, a minimum of three quarters full-time study, are necessary to obtain the MA; 75–100 students have been awarded the degree. Experienced high school teachers and holders of the BA in English are the primary candidates. No financial aid is available through the program. There are no student subsidies for conference attendance. The program is administered by the English department, which assigns one faculty member exclusive responsibility to community college training. Four women and five experienced community college teachers are members of the faculty; three of these experienced teachers have been employed at a community college within the last five years, and two within the last ten years.

Requirements. There is no internship requirement; candidates are encouraged to visit and observe different kinds of community colleges. Competencies in the history of the English language, grammar systems, literary criticism, and oral communication are required of those in the program, who must be familiar, as well, with English, American, and world literatures and with genres. A full range of competencies in the sociocultural components of language study is required. These include ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. There are optional courses in the teaching of writing and reading; a practicum in the teaching of writing is required. Students must produce examples of their literary criticism, essays, reports, and term papers; technical writing is an optional form. There is no required thesis, nor are students required to project the outcomes expected of their teaching. There is program flexibility of about 50 percent for individual design; no credit is allowed for extraacademic experience.

Evaluation. Discussions were held with community college administrators in the planning of the program, which has not been formally reevaluated. The *Guidelines* were not used in program establishment or evaluation. An annual mailing, community visits to the university, and contacts at professional conferences serve to inform the community colleges of the requirements and aims of the program and its placements of graduates.

California State College, Sonoma
Rohnerts Park, California 94928
Eugene Soules, Director

Program and faculty. An MA is awarded by the program, which generally requires two terms beyond the BA. It is designed for those with the BA. No financial aid is available; no subsidies are provided for student conference attendance. Twenty-five students have completed the program. The English department, primarily responsible for administration, assigns no faculty members full-time to the program. One experienced community college English teacher, who has been employed at a community college within the last ten years, is a member of the faculty. One faculty member belongs to the Regional Two-Year English Association, one to CCCC, and one to NCTE; all of these attend conferences.

Requirements. A one-semester, end-of-program internship is required; students are encouraged to visit and observe community colleges. Required competencies include the nature of language, literary criticism, and the history and philosophy of the community college; those suggested are history of the English language, social and regional dialects, semantics, oral communications, group dynamics, and psychology of learning. Students must show that they are familiar with English and American literatures and with literary genres; they are encouraged to become familiar with world, black, and Chicano literatures and with the media: film, television, magazines, and newspapers. The program expects degree candidates to demonstrate understanding of nontraditional ways of presenting literature to adults unsophisticated in reading and rhetoric as background for teaching writing; it is suggested that they understand ways in which language affects identity and self-concept, acceptance of dialectical variations, and economic and cultural conditions of students' lives. Students learn to teach writing in required seminars, in practicums, and during the internship; service as a teaching assistant in writing is optional; courses and seminars in the teaching of reading are optional; reading is taught during the internship. Reports, term papers, and literary criticism are required forms of writing; there is no thesis requirement. Projections of teaching outcomes are required as part of the program's course work. The program allows about 50 percent flexibility for individual design.

Evaluation. English teachers in the community colleges helped make major decisions in the program's planning; prospective students were consulted during a series of conferences. The program is reevaluated annually by students and community college faculty. The *Guidelines* were partially employed in program implementation and evaluation. University visits to the community colleges and contacts at professional conferences inform the community colleges of the requirements and aims of the program and its placement of interns and graduates.

California State University, Chico
Chico, California 95926
Lyn Paul Relph, Director

Program and faculty. Four semesters generally are required to complete the program, which offers an MA. The program, established for more than ten years, graduates up to five students per semester. Twenty-five to 30 percent of students receive financial aid; these students usually have the BA in English. The English department has total responsibility for administration of the program. There are two experienced community college English teachers and five women on the faculty; one faculty member has been employed at a community college within the last five years, and one within the last ten years. Two faculty members belong to MLA and one to NCTE; none of these regularly attends conferences.

Requirements. The program attempts to arrange an internship for one quarter near the end of the course of study. Students are encouraged to visit community colleges. The only required competence is literary criticism; the following are suggested, including the psychology of learning, which is offered by the education department and is required for the California Community College Credential: history of the English language, the nature of language, social and regional dialects, rhetoric, grammar systems, semantics, oral communication, group dynamics, history and philosophy of community colleges. A familiarity with English and American literatures is required for the degree; knowledge of world, black, Chicano, Puerto Rican, Asian-American, and American-Indian literatures is suggested, as well as of genres and the media: film, television, magazines and newspapers. Reading is taught in optional seminars by both English and education departments. No demonstration of projected teaching outcomes is expected of students.

Evaluation. Community college English teachers, after informal discussions, helped make major decisions in the planning of the program; community college administrators, program graduates, and prospective students were consulted also, as well as a fairly broad spectrum of high school teachers. The program has not yet been formally evaluated; some evaluation has been made by the program faculty and the university graduate department. The *Guidelines* were partially used in establishing the program; they are not employed in its evaluation. Community colleges are kept informed of the requirements and aims of the program, according to the director, largely through individual conversations; he estimates the number of institutions in the state offering similar programs to be about 30.

Additional comments. The director notes the "schizophrenia" which presently exists in the structure of the program; this reflects the differing approaches employed in traditional MA programs geared toward

literary study and those designed for the training of community college teachers. The MA degree at Chico presently requires the completion of 30 units and a comprehensive exam in British and American literature; present plans to restructure the program will give equal status to the "applied linguistics and rhetoric" component, as well as to creative writing. Those graduates employed in community colleges after completing the program had been university-level teaching assistants at Chico. The director reports current implementation of a newly approved MA program based upon a required thesis/project and on problem seminars (repeatable once for credit) in three areas: literary studies, creative writing, and linguistics/applied linguistics. Students who aim at community college teaching are encouraged to work in the linguistics/applied linguistics area, to gain experience as tutors and teaching assistants, and to make use of lines of communication with area community colleges. At present, there are five to ten students working on this specialty, and more are expected.

California State University, Long Beach
Long Beach, California 90840
Jerry L. Sullivan, Student-Teaching Coordinator in English

Program and faculty. An MA in English which requires two or three semesters to complete is offered primarily to students holding the BA in English. No information was reported on the number of students completing the program. Financial aid is available, but no figures were reported on the number of students receiving such aid. There are no subsidies for student conference attendance. The English department is primarily responsible for administering the program; the number of faculty members assigned solely to the program was not reported. One woman and four experienced community college English teachers are on the faculty; three of these have been employed at a community college within the last two years, one within the last ten years. Eight faculty members attend conferences of NCTE; four, those of CEE; and many, conferences of the MLA; the number of faculty members belonging to these organizations was not reported.

Requirements. Internship at a community college is not required, but students are encouraged to visit and observe several different kinds of community colleges. Students are required to demonstrate competence in the nature of language, rhetoric, grammar systems, criticism, oral communication, and the history and philosophy of the community college; the history of the English language and semantics are suggested competencies. Familiarity with English and American literatures and with genres must be

demonstrated by all students; familiarity with world, black, Chicano, and American-Indian literatures is suggested, as is acquaintance with the media: film, television, magazines, and newspapers. Requirements were not reported for competencies in the relationships between the English discipline and social, economic, and cultural constructs. Reading and writing are taught in required courses; writing is also taught during the community college internship. Students are required to produce journals, essays, criticism, and term papers. There is no thesis requirement, and students are not required to explain the outcomes they expect from the courses they teach. Very little leeway is given students in the design of their programs; whether or not credit is allowed for nonacademic experience was not reported, nor was the transferability of credits toward the PhD.

Evaluation. Evaluation, which seldom takes place, is undertaken by the faculty in the program. The types of consultation entered upon in the planning of the program were not reported. The *Guidelines* were not used in the establishment nor in the evaluation of the program. Community colleges in the area are kept informed of the requirements of the program and placement of graduates via mutual visits between the university and the colleges. The number of institutions in the state offering similar programs was not reported.

California State University
Los Angeles, California 90032
Robert Forbes, Coordinator, Community College Education

Program and faculty. The program, designed primarily for holders of the MA, prepares candidates for community college teaching; it has granted 70–80 certificates over a period of 14 years. The education department is primarily responsible for the administration of the program and has assigned one faculty member to it. No financial aid is available, and students are not subsidized for conference attendance. There is one experienced community college English teacher on the faculty, employed at a community college within the last five years. Members of the faculty who belong to AACJC attend conferences.

Requirements. The essential aim of the program is to provide orientation to and experience in community college teaching for those with master's degrees. As such, the internship, termed "associate teaching"—the community college teacher who supervises the intern is called the "resident instructor"—is one of the most strongly emphasized portions of the program. For this reason, it is hoped that associate teachers (interns) will be helped to assume major responsibility for teaching the class and, under supervision, to work independently. The internship period is one semester and students are encouraged, as well, to pay observation

visits to community colleges. Course work in oral communication and psychology of learning is required, as is an understanding of nontraditional ways of presenting literature to adults unsophisticated in reading. An appreciation of the principles of teaching writing and reading may be acquired during the internship. Personal journals and self-evaluations are among the types of writing required of candidates. Students must project the outcomes of their teaching.

Evaluation. Community college administrators and community representatives helped make major decision in the planning of the program, which is formally reevaluated every five years by professional organizations. The *Guidelines* were employed neither in the program's establishment nor in its evaluation. Mutual visits between university and community colleges and professional contacts serve to keep the community colleges informed of the requirements and aims of the program and its placement of graduates and interns.

California State University, Northridge
1811 Nordhoff Street
Northridge, California 91324
Catherine Dunn, Director

Program. Two semesters are required to complete the MA, which is designed primarily for holders of the BA in English. The program is administered by the English department, none of whose faculty members has a sole responsibility to the training program. Ten to 15 percent of the student body receives financial aid through the program, though there are no subsidies for student conference attendance.

Requirements. Students must select one of the following areas in which to demonstrate competence: the English language (history, dialects, grammar), bibliography or English as an academic subject, and literary criticism. Their preparation should include familiarity with English, American, and world literatures and with literary genres. Candidates learn to teach writing and reading in required seminars and during optional teaching service in these subjects; they must produce examples of literary criticism and term papers; there is an optional thesis. There is program flexibility of about 50 percent for individual design. No credit ia allowed for extraacademic experience. The university does not offer the PhD.

Evaluation. The program is reevaluated annually by the director, students, and faculty of the program; the university administration and the Graduate Studies Committee participate in this evaluation. The program's requirements and aims are kept before the area's community colleges through joint meetings with ECCTYC, mutual visits between the university and the colleges, and contacts at professional conferences.

Additional comments. The program offers a degree specifically

designed to prepare community college teachers. Many of its graduates teach in secondary schools; others use their training in nonteaching fields. Still others go on to other universities for the PhD.

San Diego State University
San Diego, California 92115
Dr. Doris A. Meek, Director

Program and faculty. The program offers those working toward master's degrees the opportunity to prepare for obtaining the California Community College Teaching Credential. It requires a year of full-time study (two semesters and two summer sessions) for completion. Students are primarily holders of the BA in English and are experienced community college teachers. About five percent of students receive financial aid; there are no subsidies for student conference attendance. The education component of the program's work is administered by the Department of Education; literature courses are the responsibility of the English department. Two education faculty members are assigned to the program full time. There are one Chicano and two women on the faculty; one faculty member has taught at a community college within the last two years; two have taught at a community college within the last ten years. Two faculty members belong to AACJC, one to the Regional Two-Year English Association, and one to NCTE; all of these attend conferences.

Requirements. An end-of-program, one-semester internship is required. The education department requires students to be competent in group dynamics, the psychology of learning, methods and materials of instruction, and the history and philosophy of community colleges. The English department is responsible for setting standards and requirements in literary, linguistic, and rhetorical areas; the education department offers 11 units of work in community college teacher education. These units include an internship in teaching English in the community college. There is a thesis requirement. Students must explain what outcomes they expect from their teaching, as part of the program's required course work; courses are based on a competency module system. A leeway of about ten percent is allowed in student design of programs; no credit is allowed for nonacademic experience. The university does not offer the PhD.

Evaluation. Community representatives participated in major decisions in the planning of the program, which is reviewed periodically during reaccreditation procedures performed by the Western Society of Schools and Colleges; self-evaluations are also undertaken by program officials. The *Guidelines* were used neither in the establishment of the program nor in its evaluation. Local community colleges are informed of the requirements of the program, its placement of graduates and interns, and inservice offerings, through community college visits to the university.

visits to the community colleges by supervisory personnel within the program, and contacts at professional conferences.

San Jose State University
San Jose, California 95192
Dr. Elsie Leach, Department of English, Director
Dr. William Padfield, School of Education, Director

Program and faculty. The program, established in 1969, offers an MA in English with the California Community College Credential; it requires a total of 40 semester units beyond the BA and can be completed in two and one-half semesters. Financial aid is not available specifically through the program; on demonstrated need, qualified students may receive loans or general university assistance. The number of students receiving aid was not known. There are no subsidies for student conference attendance. The program is aimed primarily at students holding the BA in English. Responsibility is split between the department of English and the school of education; the English department has primary responsibility for administration. All faculty assigned to the program are part-time. Two women, one experienced community college English teacher, and one experienced community college administrator are on the faculty. One faculty member has been employed at a community college within the last ten years. Two members of the faculty belong to the Regional Two-Year English Association and attend conferences; two belong to CCCC—one of these attends conferences; four belong to NCTE, two to MLA, and one to AACJC—all of these attend conferences.

Requirements. There is no internship requirement. Students are, however, required to visit and observe several different kinds of community colleges. Competence must be demonstrated in the nature of language, the history of the English language, psychology of learning, rhetoric, grammar systems, and the teaching of reading; suggested competencies include social and regional dialects, semantics, criticism, and oral communication. A familiarity with English and American literatures, as well as genres, must be exhibited; students are encouraged to be familiar with black, Chicano, and Asian-American literatures; the program further suggests that students be familiar with film and television. A full range of competencies in the sociocultural aspects of language study is required. These include ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Writing seminars and practicums are required, a reading course is required, and there is an optional reading practicum. Students must submit examples of literary criticism, personal journals, and informal

essays; the thesis is optional. The required practicum provides an opportunity for students to explain what outcomes they expect from their teaching. There is leeway of about 40 percent for students to design their own programs; credit allowance for nonacademic experience was not reported. The university does not offer a doctorate.

Evaluation. A series of conferences in which major decisions were made involved community college English teachers and administrators, as well as graduates of the program and the school of education. The program undergoes formal reevaluation every five years; this evaluation is performed by the program director with the participation of the University Graduate Committee and the administration. The program did not employ the *Guidelines* in its institution; they are partially used in program evaluation. Local community colleges are well informed of the requirements and aims of the program and its inservice offerings, through university visits to the colleges, contacts at professional conferences, and the university catalogue.

University of Southern California
Los Angeles, California 90007
W. Ross Winterowd, Director

Program and faculty. Recently established, the program is in the process of developing its goals and orientations. A considerable effort is underway to establish contacts with community college administrators and faculty so that they can be a significant influence in the program's growth. The components of the program include a nondegree concentration, as well as MA and PhD degrees. The time required for completion varies: the PhD requires three years. The program is designed primarily for BAs in English and other disciplines, MAs in English and other disciplines, and experienced high school and community college teachers. At the time the questionnaire was returned, no students had been graduated. Ninety percent of students in the program receive financial aid, and students are subsidized for conference attendance. The program, administered by the English department, has a "core" faculty which consists of three English faculty members, one from linguistics, and one from speech communication. There is one woman on the faculty. Three faculty members belong to CCCC, four to NCTE, two to CEE, and two to MLA.

Requirements. There is no internship requirement. Students must demonstrate competence in the nature of language, the history of the English language, social and regional dialects, rhetoric, grammar systems, semantics, and literary criticism; they are required to demonstrate understanding of ways in which language affects identity and self-concept, acceptance of dialectial variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to

adults unsophisticated in reading, and rhetoric as a background for teaching writing. The teaching of writing is learned in required seminars and practicums; each new teaching assistant is assigned to an adviser for one semester of intensive work in writing. Reading is taught in optional seminars. There is no required thesis nor must students explain the projected outcomes of their teaching. Leeway of about 30 percent is granted for individual program design. All courses may be applied toward the PhD.

Evaluation. A series of conferences was held with community college English teachers and administrators concerning the planning of the program; prospective students helped make major decisions in the planning. At the time the questionnaire was returned, the program was in its third year and had not as yet been formally evaluated. The director expressed the hope that the program may ultimately enter into three-way agreements with colleges, their faculties or prospective faculties, and the graduate school, to develop specific programs for people with career goals that are oriented toward the needs of individual colleges.

Stanford University
Stanford, California 94305
Alfred H. Grommon, Director Emeritus
Mrs. Berniece Zelditch, Director
Foothill College
Los Altos, California 94022

Program and faculty. An MA in English, leading to recommendation for the California Community College Teaching Credential, is offered by the program, which requires a minimum of three quarters to complete; the majority of candidates take four or five quarters for the degree. In existence since the late 1920s, the program has graduated approximately 80 students since 1947, when the preceding director assumed his position. There is no financial aid available directly through the program; the director did not know whether some students may obtain assistance through the Office of Financial Aid. There are no subsidies for student conference attendance. The English department has primary responsibility for program administration. There are no faculty members with exclusive assignment to the program: the preceding director had a joint appointment in the English and education departments. The present director is a teacher of English at Foothill College, a nearby community college. The program accommodates four to seven students yearly. Each has an English-department adviser, and each receives general advice and particular instruction concerning community colleges from the director. She is involved in conveying to them the general principles of English instruction in the community college, as well as conducting students on visits to

community colleges, participating in the reading programs, and arranging and supervising student teaching. The director is employed at a community college; on the faculty are three women, three blacks, one Chicano, and one American Indian. One faculty member belongs to NCTE and one to CEE; both of these attend conferences; the one faculty member belonging to CCCC has not recently attended a conference of that organization.

Requirements. Student teaching at a community college is required for one quarter at the middle or end of the program. Participation in reading laboratories is a required component of the visits students must pay to community colleges; students are also required to be familiar with the history and philosophy of community colleges. They are urged to be thoroughly acquainted with the nature of language, the history of the English language, rhetoric, grammar systems, semantics, literary criticism, and social regional dialects. Competence in English and world literatures is required; knowledge of black, Chicano, and American-Indian literatures, as well as of genres, is strongly recommended. Understanding of the economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and the acceptance of dialectical variations, is required of students. Students are allowed considerable choice in selecting courses that will help them meet the recommendations of the *Guidelines* and the priorities identified in the Allen and NCTE/MLA surveys. Requirements for instruction in writing and reading, however, are stringent: students must attend writing and reading courses, seminars, and practicums; they are required to serve as teaching assistants and as tutors for Stanford students; student teaching in community colleges is integrated into the reading and writing programs. In addition to the seminar in methods of teaching English in two-year colleges, students participate in an English department seminar and in reading laboratories at a nearby community college. Term papers are the only required writing; in the director's seminar, students produce a paper related to a specific aspect of community college teaching; they also write lesson plans and a tentative syllabus for a community college freshman English course. There is no thesis requirement; students must pass an Oral Comprehensive Examination to receive the MA. This examination is supervised by several members of the English department and the program director; it is focused upon the student's ability to identify components of the course work which reveal points of view, elements, selections, and adaptations, that may be appropriate for teaching freshman English in a community college. The examination comes after the candidate has completed the student teaching requirement or is near the end of the quarter in which he or she is teaching. The director reports the increasing popularity of this kind of oral comprehensive: at the time the questionnaire was completed, 13 first-year students in the PhD program took a similar kind of qualifying oral exam, directly patterned after the

comprehensive in the community college program. As part of the program's required course work, students are required to explain the outcomes expected of their teaching. The director meets with students, both in her seminar and during their student teaching, to discuss syllabi, lesson plans, and papers. Students are allowed about 50 percent flexibility in planning their programs, although no credit is allowed for nonacademic experience. Most courses are applicable toward the PhD in English.

Evaluation. During the initial planning of the program, a series of conferences was held with community college English teachers. The director meets each year with the chairs of the English departments in three of the community colleges in which the program's students do their student teaching and observe. Major changes in the program, made four years before the return of the questionnaire, were developed by a committee of graduate students who had taught in community colleges, those planning to teach, and faculty. The program has never been formally evaluated; yearly consultation is held with members of the faculty, with students, and with chairs and supervising instructors in cooperating community colleges. The program was established long before the advent of the *Guidelines*, but they are used in faculty guidance and each student receives copy. The *Guidelines* are partially used in program evaluation and are discussed with faculty and students. The requirements and aims of the program, its placement of graduates and interns, are made familiar to local community colleges through the director's frequent visits to English department chairs and through triquarterly meetings with students who are teaching in the colleges. All students in the program meet with the director and the English chair of a nearby community college in October of each year.

Additional comments. The program, which has the full cooperation of the Department of English, the School of Education, and the three public community colleges in which students do their observing and teaching, is a small one. Graduates have gone on to teach in these nearby colleges; one is an English department chair.

University of the Pacific
Stockton, California 95211
Robert Knighton, Director

Program and faculty. Both master's and doctor of arts degrees are awarded by the program; the MA requires three terms beyond the baccalaureate to complete; the DA is normally completed in nine terms beyond the BA. Three students had received DAs at the time the questionnaire was returned. All doctoral students receive financial aid, as do about 30 percent of MA candidates. There are student subsidies for conference attendance. The program is primarily designed for those

holding the BA and MA in English, as well as for experienced community college teachers. The English department has primary responsibility for the program, although no exclusive assignment of faculty members is made to it. There is one woman on the faculty; none of the faculty has community college experience. Two members belong to CCCC, two to NCTE, six to MLA, and one to the Regional Two-Year English Association; it was not noted whether these attend conferences.

Requirements. There is no required community college internship, although students are both encouraged and subsidized to visit and observe community colleges. Students must demonstrate competence in the nature of language, grammar systems, criticism, and oral communication; they are similarly expected to be familiar with English, American, black, and world literatures, as well as with genres and film. The cultural, social, and economic concepts relating to the language studies in which students must be competent were not enumerated. Writing is taught in courses and seminars and during internships and assistantships; reading is available as an optional course of study. A thesis is required; the variety and extent of other writing required of students was not listed, nor was it reported whether students are expected to project the outcomes of their teaching. There is leeway of about 50 percent granted students in the design of their programs; no credit is allowed for nonacademic experience. Some credits are applicable toward an English PhD.

Evaluation. A series of conferences with community college English teachers and casual discussions with community college administrators took place preparatory to the planning of the program; the English teachers were also engaged in these less formal discussions. The program was evaluated once prior to the submission of the questionnaire; at this time, the director, faculty, and students of the program, as well as the university graduate department and administration, participated in evaluation. The *Guidelines* were partially used in the program's evaluation. The requirements and aims of the program and inservice offerings are kept before area community colleges through personal contacts in the northern California area. No information was provided on other state institutions offering similar programs.

CONNECTICUT

Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06511
Respondent: Dr. Elizabeth Hahn, Department of English

The college does not at the present time prepare teachers for the community college level. Experienced secondary teachers may pursue the

MS in speech with a communications emphasis or the MA with a concentration in literature. The MS in English includes courses in education, language studies, and literature. A new (1976) undergraduate concentration in journalism is expected to be developed at the graduate level as well. The department currently is seeking the inclusion of professional courses, including techniques of reading and the teaching of writing, genre studies, psychological emphases in learning, theater and film courses, within the framework of the MS program.

University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

Program and faculty. BA and MA degrees and a master of arts of teaching are offered by the program, which generally requires four semesters for completion. The program has awarded 62 MAs. The program was designed for holders of the BA in English and other disciplines, experienced high school teachers, and people with relevant nonacademic and nontraditional experience. Fifteen percent of students receive financial aid; the program does not provide subsidies for student conference attendance. The English department is responsible for administering the program, although there are no full-time faculty assigned to it. There are four women on the staff; eighteen faculty members belong to MLA, all of whom attend conferences; the chair is a member of ADE.

Requirements. There is no internship requirement. The program suggests that students become familiar with the nature of language, the history of the English language, rhetoric, grammar systems, and literary criticism. Students are required to be familiar with English literature; familiarity with genres and American and world literatures is suggested. Writing is taught in optional courses and seminars and during service as a teaching assistant in university classes. Both literary criticism and traditional term papers are required; there is no thesis requirement. Students must explain clearly what outcomes they expect from the courses they teach. There is about 50 percent flexibility in student program design; all courses are accepted for credit toward the PhD in English.

Evaluation. Prospective students were engaged in discussion in the planning of the program, which is formally reevaluated yearly. The director undertakes this evaluation with the participation of currently enrolled students and graduates of the program. The *Guidelines* were partially employed in establishing the program; they are not used in its evaluation. A single annual mailing informs local community colleges of the requirements and aims of the program.

DISTRICT OF COLUMBIA

Catholic University
Washington, DC 20017
Michael T. Gosman, Director

Program and faculty. The degree offered is a doctor of arts in English; the average completion time is six semesters. The first degree was awarded spring 1976; four more students should complete degree requirements by spring 1977. Financial aid is available; eight students now receive aid. There are no subsidies for student conference attendance. Students with general and English BAs, general and English MAs; experienced high school and community college teachers; people with relevant nonacademic, nontraditional experience are all included in the design of the program. The English department is primarily responsible for program administration. The director has primary responsibility for the program; he also directs the undergraduate program. There are no faculty members with exclusive responsibilities to the program. The director emphasizes a broad range of faculty competencies and interdisciplinary interests, in consonance with the *Guidelines.* The English department employs, on a rotating basis, experienced community college English teachers and administrators as instructors within the framework of the DA program; these develop courses especially for the program, on the basis of their knowledge of the kinds of competencies needed by their own institutions. The English faculty has nine members. All nine teach courses available to DA students and are, in that sense, part of the program. Students can elect courses in other departments; with that in mind, the faculty in those departments may be considered to be in the program as well. One faculty member belongs to ADE, seven to MLA, five to the regional MLA; of these faculty, all attend conferences of the respective organizations.

Requirements. Internships at community colleges are not specified by the program; given its central aim—creative independence in teaching—it is not assumed that those trained in the program will go exclusively into community college teaching; they are trained to teach at all levels. Students are encouraged to visit and observe several different kinds of community colleges. Competencies asked or expected are in the nature of the language, rhetoric, grammar systems, semantics, literary theory and criticism, oral communication, psychology of learning, history and philosophy of education (especially American education), and history and philosophy of community colleges; those suggested are in the history of the language and dialects. Students in the program are asked or are expected to demonstrate understanding of ways in which language affects identity and self-concept, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Students are required to a two-semester internship; they

may fulfill this requirement as teaching assistants, in community colleges, or in secondary schools, depending upon their present job situations and their career goals; seminars in which students meet to share, evaluate, and validate pedagogical experiences are provided in conjunction with the internship. Students can elect writing and reading as areas of special competence. Two seminars—one in practical criticism and one in course or curriculum design—are required. Students are required to submit journals, reports, criticism, self-evaluations, and seminar projects in course design. A thesis is required. Clear explanations of projected teaching outcomes are required of students; course work is provided for this purpose, but it may be challenged by examination. There is program design flexibility of about 40 percent. Judgments on the credit to be allowed for nonacademic experience are made on an ad hoc basis. Most course credits are applicable toward the PhD.

Evaluation. In planning the program, discussions and conferences were held with community college English teachers and administrators. Casual discussions were conducted with prospective students in the planning. The *Guidelines for Community College English Teacher Training* were partially used in establishing the programs and are partially used in evaluating them. The director conducts visits to community colleges in conjunction with the teaching internships; these visits occur regularly and are followed by a formal report submitted to division or department chairs for their comments. The objective of this procedure is understanding fostered by free and open communications. Specific evaluators include the program director, area community colleges, and students in the program. Community colleges in the area are well informed about the requirements and aims of the program, student recruitment, and the placement of interns and graduates, by means of mutual visits and contacts at professional conferences. There are no other universities in the state offering similar programs.

Additional comments. A complete description of the program is presented in an article, "The Doctor of Arts: Make It New," *Journal of General Education*, (October 1972).

FLORIDA

Florida State University
Tallahassee, Florida 32306
C. E. Tanzy, Director

Program and faculty. The program does not exist as a separate entity within the MA and PhD degree offerings of the Department of English; rather, it is an option which students pursuing either of those degrees may elect, and it consists of a number of specialized courses for which they may receive credit in both programs. Four semesters are

required for the completion of the MA degree; the PhD generally takes 12 to 15 semesters beyond the BA. At the time the questionnaire was returned, between eight and ten students had received the MA; 12 to 15 had been awarded the PhD. Approximately half of all students in the English department, which is primarily responsible for the program's administration, receive financial aid. Students are not subsidized for conference attendance. A combination of 20 faculty members of the departments of English and education are assigned to the program, which was designed for holders of the BA and MA in English, as well as for experienced community college teachers. Six members of the faculty belong to NCTE, five to CCCC, three to the Regional Two-Year English Association, five to CEA, 12 to MLA, one to ADE, and 15 to the regional MLA.

Requirements. There is no internship required; students, however, must be familiar with the history and philosophy of community colleges. Suggested competencies include the nature of language, history of the English language, rhetoric, and literary criticism; further, students are encouraged to be familiar with English, American, and world literatures, as well as with literary genres. The teaching of writing and reading is undertaken in optional service as a teaching assistant. Students are required to produce informal essays and traditional term papers; no thesis is required, nor are students expected to project the outcomes of their teaching. A flexibility for individual program design of about 50 percent exists. All credits are applicable toward the PhD in English.

Evaluation. In the planning of the program, discussions were held with community college English teachers and administrators. The program is periodically reevaluated by the director. The *Guidelines* were partially used in establishing the program; they are partially employed in its evaluation. Area community colleges are informed of the requirements of the program. There are two institutions in the state which offer training programs.

HAWAII

University of Hawaii
1776 University Avenue
Honolulu, Hawaii 96822
Lawrence F. H. Zane, Director

Program and faculty. Holders of the MA in English may receive the MEd after two semesters (one semester devoted to full-time internship) and one summer of work in the program. Three students have been graduated. Applications are accepted from those with BA and MA degrees, as well as from experienced high school and community college teachers and people with relevant nonacademic experience. Most participants in the

program receive financial aid; from time to time, students are subsidized for conference attendance. The Department of Curriculum and Instruction is primarily responsible for administration of the program; the English department directs those who are working toward the MA, while the education department is responsible for the MEd program. Two MEd faculty members are experienced community college administrators and teachers employed at a community college within the last ten years. One faculty member belongs to AACJC and attends conferences.

Requirements. Students must intern at a community college for one semester at the end of their programs; they are required to pay observation visits to community colleges. Competencies required for the MEd degree include the presentation of the MA in English and courses in oral communication, group dynamics, psychology of learning, and the history and philosophy of community colleges. Familiarity with literatures, genres, media, and competencies related to the sociocultural aspects of language is assumed to be a component of the candidate's study for the MA. The education department provides instruction in the teaching of writing and reading during the internship; the university offers the MEd in reading; and writing instruction is often included during studies for the MA in English. The program requires students to write term papers; there is no thesis requirement. Students must project outcomes of their teaching, as a part of the program's course work; this requirement may be challenged by examination. Very little leeway is allowed in the design of individual programs; no credit is allowed for nonacademic experience. Some credits may be applied toward the PhD in English.

Evaluation. The College of Education staff and community college English teachers and administrators made major decisions in the planning of the program, which is formally reevaluated yearly. The program faculty and a special, staff evaluation team conduct the evaluations. The *Guidelines* were not used in planning or evaluating the program. Regular newsletters, professional contacts, and frequent staff visits to the community colleges keep the colleges well informed of the requirements and aims of the program, its placement of interns and graduates, recruitment of students, and available inservice offerings. There are no similar programs in the state.

ILLINOIS

Illinois State University
Normal, Illinois 61761
John Heissler, Director

Program and faculty. Candidates may qualify for the MA or MS after two semesters and one summer session of work in the program, which has graduated 100 students. Community college training is designed

for holders of the bA in English and is administered by the English department, which, however, assigns no faculty solely to the program. The director has witnessed a severe cutback in the financial aid available to the program's students. Such aid was formerly available to about half of the student body; very few now receive aid. Subsidies for conference attendance, offered in the past, are no longer granted to students. There are three women, one Asian American, and on experienced community college administrator on the faculty. One faculty member belongs to the Regional Two-Year English Association, two to NCTE, and four to MLA; these faculty attend conferences. Of the four faculty members belonging to the regional MLA, three attend conferences; the faculty member belonging to CEA does not attend conferences.

Requirements. At the conclusion of their programs, students may take a one-semester internship; they are encouraged to pay observation visits to community colleges. Competence in the nature of language, rhetoric, grammar systems, reading, and the history and philosophy of the community college is required of all candidates for the degrees; they are encouraged to become competent in the history of the English language, social and regional dialects, semantics, criticism, term-paper and technical writing; no thesis is required. Students, granted about 50 percent leeway in the design of their programs, are not required to explain the projected outcomes of their teaching. No credit is allowed for extraacademic experience; some credits may be applied toward the PhD in English.

Evaluation. The planning of the program included a series of conferences in which community college English teachers and administrators took part. The program has not undergone formal evaluation, but has been reviewed by the director, faculty, students, and graduates, as well as by the university graduate department and officials of HEW. The *Guidelines* were fully implemented in the program's planning and are fully employed in its evaluation. An annual mailing, mutual visits between community colleges and the university, and professional contacts serve to inform the community colleges of the requirements and aims of the program, its placement of interns, and available inservice offerings. There are an estimated two institutions in the state which offer training programs.

Additional comments. More money for fellowships is one of the most pressing problems faced at the present time.

Southern Illinois University
Carbondale, Illinois 62901
Jewell A. Friend, Director

Program and faculty. Depending on their undergraduate fields, candidates may earn the MS in higher education with concentration in

English, in two or three semesters. The program is designed primarily for holders of the BA in English or other disciplines, as well as for experienced high school and community college teachers. Approximately twelve students have been graduated. No subsidies for student conference attendance are granted by the program. Responsibility for administration of the program is divided between the departments of English and higher education; three English faculty, three in education, and one faculty member with a split appointment are assigned to the program. There are one woman, three experienced community college English teachers, and two experienced community college administrators on the faculty, three of whose members have been employed at a community college within the last ten years. Three faculty members belong to the Regional Two-Year English Association, two to CEE, and three to AACJC; all of these faculty attend conferences. Of the three faculty belonging to CCCC, two attend conferences; of the three belonging to NCTE, two attend conferences; of the two belonging to MLA, one attends conferences. The chair, English, belongs to ADE but does not attend conferences.

Requirements. A community college internship must be served by students for one semester at the end of their programs; they are encouraged to pay observation visits to different kinds of community colleges. Competence in the nature of language, history of the English language, social and regional dialects, rhetoric, grammar systems, criticism, psychology of learning, and the history and philosophy of the community college is required of all students; they are encouraged to develop understanding of semantics, oral communication, and group dynamics. Students are required to be familiar with English, American, and world literatures and with literary genres; they are encouraged to become familiar with black, Chicano, Puerto Rican, Asian-American, and American-Indian literatures and with the media: film, television, magazines, and newspapers. A full range of competencies in the sociocultural components of language study is required. These include ways in which language affects identity and self-concept, acceptance of nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. A number of methods of learning the techniques of teaching writing and reading are available to students; courses and seminars in these disciplines are required; students may elect to undertake this study either during the internship or as a teaching assistant. Required kinds of writing include informal essays, reports, literary criticism, and traditional term papers; the candidate must write a thesis. Projections of expected teaching outcomes are required of those in the program. Students are allowed about 30 percent flexibility in design of their courses of study. No credit is granted for extraacademic experience. All courses may be applied toward the PhD in English.

Evaluation. During the planning of the program, discussions were held with community college English teachers and prospective students,

community college administrators helped make major decisions, and community representatives were consulted in a series of conferences. Department faculty and student representatives served on the planning committees. The program undergoes a yearly evaluation, in which the director, faculty, students, and graduates of the program, as well as the university graduate department and administration, participate. The *Guidelines* were partially employed in program establishment and are partially used in its evaluation. An annual mailing, university visits to the community colleges, professional contacts, and participation in accreditation conferences serve to inform the community colleges of the requirements and aims of the program, its placement of interns and graduates, recruitment of students, and inservice offerings.

INDIANA

Ball State University
Muncie, Indiana 47306
Frances Mayhew Rippy, Director

Program and faculty. Emphasizing the training of undergraduate English teachers conversant with the teaching of composition, rhetoric, literature, and linguistics, the program offers an EdD which requires eight quarters of course work beyond the BA, or five quarters of course work beyond the MA, plus one full year writing the dissertation. The university does not offer the PhD. Fifty students have completed the program, which is designed for holders of the MA in English and for experienced community college teachers. All students in the program receive financial aid; there are no subsidies for student conference attendance. No faculty member has an exclusive responsibility to the program, which is administered by the English department. There are ten women on the faculty. Two faculty members have been employed at community colleges within the last ten years. Fifteen members of the faculty belong to CCCC, nine of these attend conferences; 14 belong to NCTE, eight attend conferences; 20 belong to MLA, 11 attend conferences; one belongs to ADE and attends conferences; 22 belong to the regional MLA, and 15 of these attend conferences.

Requirements. Students intern at the university for one year, early in their programs; they are encouraged to visit and observe community colleges. Most courses are semielective, chosen from groups of alternatives. Students are required to demonstrate competence in the nature of language, the history of the English language, grammar systems, psychology of learning, and the history and philosophy of education; they are required to take a seminar in problems of higher education Competencies suggested include social and regional dialects, rhetoric,

semantics, history and philosophy of the community college, and criticism. English and American literatures must be familiar to candidates; they are encouraged to become familiar with world and black literatures and with literary genres. An understanding is required of ways in which language affects identity and self-concept, nontraditional ways of presenting literature to adults, unsophisticated in reading, and rhetoric as a background for teaching writing. There are required courses, seminars, teaching assistantships and university internships in the teaching of writing; the teaching of reading is learned in required seminars, during teaching assistance and university internship. Required forms of writing include essays, reports, term papers, and criticism; the candidate must write a dissertation. Courses requirements include 60 hours of literature, 24 of linguistics, 24 of English education, 15 in the Teachers' College, and three of history; no credit is allowed for nonacademic experience.

Evaluation. The planning of the program included discussions with community college English teachers and administrators, prospective students, and community representatives. The program is evaluated yearly by the director, the students, graduates of the program, and the university graduate school. The *Guidelines* have been used in neither the program's establishment nor its evaluation. The program produces an annual mailing which is sent to every community college English chair in the US and Canada; additional contacts are maintained at professional conferences and through listings in professional journals.

Additional comments. Some of the program's graduates go into community college teaching, but more move into senior colleges which place special emphasis on their general studies English courses.

University of Notre Dame
Notre Dame, Indiana 46556
Edward A. Kline, Director

Program and faculty. Nonresearch "teacher preparation," leading to an MA degree, is the focus of the program. Six students had completed it when the questionnaire was returned; the program can be completed in four summer sessions of seven weeks each. Students primarily are holders of the BA in English and are experienced high school teachers. No financial aid is available, and there are no subsidies for student conference attendance. The Department of English has primary program responsibility; the English faculty numbers 34 members. There are one black and four women on the program faculty. Four faculty members belong to CCCC, one of whom attends conferences; two belong to NCTE, one attends conferences; 30 are MLA members, ten attend conferences; and, of the five faculty members belonging to the regional MLA, all attend conferences.

Requirements. There is no internship requirement, since all students in the program are experienced teachers. Criticism is the only required competence; those suggested are the nature of language, the history of the English language, rhetoric, and grammar systems. All students are encouraged to become familiar with English, American, and world literatures, as well as with genre studies, film, and black and American-Indian literatures. Students are expected to understand ways in which language affects identity and self-concept, the economic and cultural conditions affecting students' lives, and rhetoric as a background for teaching writing. Attendance of courses, seminars, and practicums in the teaching of writing and reading is optional, as are teaching assistantships in these subjects. Students are required to produce reports, term papers, and examples of literary criticism; short stories, essays, poetry, and self-evaluations are optional, as is the thesis. Students must explain the outcomes they expect from the courses they teach, as part of the program's required course work. No credit is granted for nonacademic experience, but students are allowed about 50 percent flexibility in planning their own programs. All credits are applicable toward the PhD.

Evaluation. Planning of the program included discussions with community college English teachers and administrators, community representatives, and prospective students; the chair's experience at ADE seminars and CCCC meetings was also considered in the planning. Formal evaluation is undertaken annually by the director, faculty, and students of the program. The *Guidelines* were partially used in establishing the program; they are partially used in program evaluation. The requirements and aims of the program are communicated to local community colleges by professional contacts and an annual mailing; information about recruitment of students is conveyed in the same way. No information was given on any other universities in the state offering similar programs.

IOWA

University of Iowa
Iowa City, Iowa 52242
William G. Clark, Director

Program and faculty. The credentials awarded are MA in English, and specialist in education; the program was designed primarily for students holding the BA in English. The average student requires four semesters for the completion of the course. At the time the questionnaire was returned, 29 students had completed the program. The availability of financial aid varies: some years there has been none; when aid is available, the percentage of students receiving it ranges from 30 to 100 percent. Students receive subsidies to attend conferences. The English department

has the main responsibility for program administration, but this responsibility is shared with the education department. One member each of the English and education departments has responsibilities divided between the program and other activities. Two women and one experienced community college administrator are on the faculty. The director considers the most serious shortcoming in the program to be the shortage of staff members with two-year-college experience. Even on rare occasions when there have been additions to the English department, the program has been unable to attract teachers with such experience; pay scales fall below those which experienced teachers receive in community colleges. As a result, the program has had to rely on visits to community colleges and visits from two-year-college English teachers who speak to students within the program. The director comments, "With fund sources drying up, even this latter expedient has been very limited." The three faculty members who belong to CCCC all attend conferences; three faculty members belong to NCTE, all attend conferences; the sole faculty member belonging to the Regional Two-Year English Association attends conferences of that association.

Requirements. At an intermediate state in their progress, students are required to undertake an internship for one quarter or one semester. Students are conducted on visits to community colleges; these excursions are required and are subsidized by the program. Competencies in the nature of language, the history of English, rhetoric, the psychology of learning, and the history and philosophy of community colleges are required of students; it is suggested that they be familiar with grammar systems. Acquaintance with literary genres is required of students, who must also demonstrate an understanding of rhetoric as a background for teaching writing and of acceptance of dialectial variations; ways in which language affects identity and self-concept and nontraditional ways of presenting literature to adults unsophisticated in reading are suggested areas of familiarity. Attendance in writing seminars and laboratories and writing instruction during the internship are required of students; service as a teaching assistant is suggested. Reading is taught in required practicums and laboratories. Students must produce term papers, essays, and personal journals to meet the requirements of the program; there is no thesis requirement per se, but students must produce work exhibiting comparable qualities. As part of the program's course work, students must state the outcomes they expect from their teaching. Students are afforded about 40 percent leeway in designing their own programs, although no credit is allowed for extraacademic experience. Some credits are transfer able to traditional PhD programs.

Evaluation. In the planning of the program, a series of conferences was held with community-college English teachers and administrators, during which, major decisions were made. The program has been evaluated once in its five years of existence, the evaluation being

undertaken by the director of the program and the university administration; officials of the US Department of Health, Education, and Welfare participated in the evaluation. The *Guidelines* were fully employed in implementing the program and are fully utilized in its evaluation. Local community colleges are kept well informed about the program's requirements and aims, its placement of students, graduates, and interns, through mutual visits between program personnel and the colleges, as well as through a regular newsletter and professional contacts at conferences. There is another university in the state offering community college teacher training.

Additional comments. What success the program has had is attributed by the director to concentration on a variety of teaching experiences, to deemphasis of traditional studies, and to being permitted by the English department to let the needs of the program dictate its requirements rather than being forced to follow hallowed, conventional patterns.

KANSAS

Kansas State College
Pittsburg, Kansas 66762
John Q. Reed, Director

Program and faculty. Two semesters and one summer session are required for the completion of the program, which awards the MA and EdS. Thirty students, 50 percent of whom received financial aid, had completed the program at the time the questionnaire was returned. These students are primarily holders of the BA and MA in English. The English department has the major administrative responsibility for the program, although one member of the education faculty has an exclusive assignment to it. There are three women and one experienced community college administrator on the faculty, one of whose members has been employed at a community college within the last ten years. There is one faculty member holding membership in the Regional Two-Year English Association, two belonging to CCCC, three to NCTE, one to CEA, six to MLA, one to ADE, and five to the regional MLA. There are no subsidies for student conference attendance.

Requirements. In the middle of the program, students are required to undertake a one-semester community college internship; they are encouraged to pay observation visits to community colleges. Demonstrated competence is required in the nature of language, social and regional dialects, rhetoric, literary criticism, and the history and philosophy of community colleges; students are encouraged to become familiar with the history of the English language. English and American literatures and genres are literary areas with which students must be familiar; an

acquaintance with black literature is suggested. The program requires competence in ways in which language affects identify and self-concept, acceptance of dialectial variations, and rhetoric as a background for teaching writing. Students are instructed in the teaching of writing in required courses and the internship; reading instruction is provided during the internship. Students must produce examples of literary criticism, essays, personal journals, and term papers; no thesis is required. Projections of expected teaching outcomes are required of students as a part of the program. About 20 percent flexibility is allowed in designing the course of study. The college does not offer the PhD.

Evaluation. Discussions with community college English teachers were held during the planning of the program; administrators of community colleges helped with major decision making. The *Guidelines* were partially used in planning the program and are partially employed in its evaluation. The college enjoys a wide range of contacts with area community colleges. The requirements and aims of the program, its placement of interns and graduates, recruitment of students, and inservice offerings are conveyed to the community colleges via regular newsletter, mutual visits between the program and the community colleges, and professional contacts. Six institutions within the state offer training programs.

KENTUCKY

Murray State University
Murray, Kentucky 42071
Dr. Charles H. Tolley, Director

Program and faculty. A specialist's certificate in college teaching and an MA in college teaching are awarded by the program, which to complete takes a minimum of five semesters, and usually six, beyond the BA. Students primarily hold the BA in English, although the program was designed also for experienced community college teachers. Eighteen students had completed the program as of October 1974. Ninety percent of students enrolled receive financial aid. Students are occasionally subsidized to attend conferences. The program is a joint one between the Division of Higher Education and the English department: one English faculty member has sole responsibility to the program; one member of the education faculty is also engaged full time in program activities, while another member of the education department shares duties between the program and other departments. There are one experienced community college administrator and five women on the faculty; two faculty members have been employed at community colleges within the last five years. Area community college faculty serve as adjunct members of the program faculty. There are two faculty members belonging to NCTE and one to

AACJC; none of these attend conferences.

Requirements. Internship at a community college is required for one term at the end of the program; students are required to visit and observe different kinds of community colleges. Required competencies include the nature of language, semantics, grammar systems, oral communication, group dynamics, psychology of learning, and the history and philosophy of community colleges; an understanding of criticism, the history of the English language, social and regional dialects, and rhetoric is suggested. Familiarity with English, American, world, and minority literatures, including black, Chicano, Puerto Rican, Asian-American, and American-Indian, is suggested, as is a knowledge of genre studies and of the media: film, television, magazines, and newspapers. Students are expected to demonstrate understanding of ways in which language affects identity and self-concept, acceptance of dialectial variations, economic and cultural conditions affecting students' lives, and rhetoric as a background for teaching writing; they are expected to be competent in nontraditional ways of presenting literature to adults unsophisticated in reading. Reading itself is taught to students in courses, seminars and during the internship; all of these are required, as is attendance in writing courses. Informal essays are required of all students; there is no thesis requirement. As part of the course work and the internship, students must project the outcomes expected of their teaching. Generally, students are allowed about 50 percent flexibility in planning their programs, although no credit is given for nonacademic experience. All courses are applicable toward the PhD in English.

Evaluation. Community college English teachers and administrators, along with prospective students, made major decisions in the planning of the program; community representatives engaged in casual discussions with program officials during this planning. The program is formally reevaluated each year; informal evaluations take place each semester. Evaluations are performed by the director and faculty of the program, in concert with the program's students and graduates and with area community colleges. Partial use of the *Guidelines* in program establishment and evaluation was reported. The community colleges are well informed of the aims and requirements of the program, placement of graduates and interns, and inservice offerings, by means of mutual visits between program personnel and the community colleges, a regular newsletter, and professional contacts. There is one other institution within the state offering a program in community college teacher training.

Union College
Barbourville, Kentucky 49006
J.H. Boyd, Dean of the Graduate School

Program and faculty. The program awards an MA in education; it may be completed in two semesters plus one summer term. Sixty-six

students had completed the degree at the time the questionnaire was returned. Financial aid is available, but no student conference subsidies are provided. The humanities department, with primary administrative responsibility, has designed the program primarily for those with BAs in English and for experienced high school and community college teachers. Three members of the English faculty and five members of the Department of Education are assigned solely to this program. One member of the faculty belongs to NCTE and attends conferences; one belongs to MLA and attends conferences.

Requirements. There is no internship requirement. It is suggested that students be familiar with the history of the English language, grammar systems, and psychology of learning; familiarity with English and American literatures is also suggested. The teaching of writing and reading is learned in required courses. Students must produce informal essays, traditional term papers, and reports; there is no thesis requirement, nor are students required to project the outcomes of their teaching. The program allows about 50 percent flexibility for individual course design; no credit is granted for extraacademic experience. Union does not offer the PhD.

Evaluation. The program undergoes formal reevaluation every five years by the State Department of Education and the Southern Association. The *Guidelines* were partially implemented in the program's planning and are partially employed in its evaluation. Mutual visits between program officials and the community colleges and professional contacts serve to inform the community colleges of the requirements and aims of the program, its student recruitment, placement of graduates, and inservice offerings. Seven institutions within the state offer training programs.

MICHIGAN

Central Michigan University
Mt. Pleasant, Michigan 48859
Clara Lee Moodie, Director

Program and faculty. The MA in English may be completed in three semesters and a summer session (one and one-half years); it is designed for students with widely varied backgrounds. Those holding the BA in English, with a minimum of 20 hours in English courses, those with the MA in English or in other disciplines, those with teaching experience and relevant nonacademic experience such as Peace Corps or VISTA, may be admitted to candidacy. There have been history students and students with traditional MAs in literature who have entered the program. Fourteen students, all of whom are now engaged in community college teaching, had completed the degree by the time the questionnaire was returned. Half of

the student body receives financial aid, but there are no subsidies for student conference attendance. The director of the program, a member of the English department, has primary administrative responsibility; she terms it "unrealistic" to expect an English department to assign a discrete faculty to a small, highly specialized program; this implicit assumption in the questionnaire made it difficult to answer some of the questions. While there is no separate faculty for the program, with the exception of the director, the graduate English department is very strong in rhetoric and composition. Linguists teach linguistics and dialectology, composition/rhetoric staff are responsible for various composition courses and composition methods, and literature specialists conduct the literature courses. There are one black, one Chicano, one woman, and three experienced community college English teachers on the faculty. One faculty member has been employed at a community college within the last five years, two within the last ten years. The director holds membership in, and attends the conferences of, the Regional Two-Year English Association, CCCC, NCTE, CEE, MLA, regional MLA, and AACJC. The balance of the faculty belongs to at least two professional organizations each and attends at least one conference annually; almost all faculty members involved in the program attend conferences of CCCC.

Requirements. A one-semester, end-of-program internship is required; during which the student is under the supervision of a community college instructor. Students are required and are subsidized to pay community college observation visits. All courses offered in connection with the program may be challenged by examination. Required competencies include social and regional dialects, rhetoric, semantics, and the history and philosophy of the community college; the nature of language, literary criticism, oral communication, group dynamics, and psychology of learning are suggested areas of understanding. Students are encouraged to become familiar with American, world, black, and American-Indian literatures, as well as with genres, film, and the media. A full range of competencies in the sociocultural components of language study are required. These include ways in which language affects identity and self-concept, acceptance of dialectical variations, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Writing instruction is provided in required courses, seminars, practicums, and the internship, as well as in optional teaching assistantship. Principles of teaching reading are taught in required courses and seminars and are an optional part of the internship. Most students elect at least one creative-writing seminar; some choose a course in technical writing or literary criticism, although the latter is not encouraged. All students must produce personal journals, self-evaluations, and informal essays; no thesis is required. Students must project the outcomes expected of their teaching. They receive about 50 percent flexibility in designing their own programs and may be allowed credit for

service in VISTA, Peace Corps, or the Job Corps. Some credits may be applied toward the PhD in English, although the program would not provide specific preparation for such a transfer.

Evaluation. The program, begun in 1971, underwent formal reevaluation in 1975; there is continual informal review by the community colleges involved in the internships. Each graduating student is asked to provide a review of his experiences; other evaluators had not been determined by the time the questionnaire was completed. The *Guidelines* were fully employed in the program's establishment and were to be used in its evaluation. The director spends extensive time visiting community colleges and conducts periodic conferences with community college personnel. An annual mailing, mutual visits between university and community colleges, and professional contacts serve to inform area community colleges of the requirements and aims of the program and its placement of interns and graduates. Three other institutions in the state offer training programs.

Additional comments. At the time the questionnaire was returned, all six graduates of the program had found positions in community colleges. Five of these found jobs within the [illegible] one, in the South. Four more were scheduled to graduate and two of these had found jobs by midyear. The community colleges were hiring the program's interns.

University of Detroit
Detroit, Michigan 48221
J.L. McDonald, Director

Program and faculty. Bachelor's, master's, and doctoral degrees are awarded by the program: the MA degree can be completed in three or four semesters beyond the BA; the doctorate ordinarily requires four years beyond the BA for completion. Financial aid is available to students: 25 percent of those working for the master's receive aid; 95 percent of PhD candidates are aided. Students receive no subsidies for conference attendance. As of 30 October 1974, 250 master's degrees and eight doctorates had been awarded by the program, which is primarily designed for holders of the BA and MA in English, as well as for experienced high school teachers. The English department has primary responsibility for program administration; there are 18 English faculty assigned to the program. There are two women on the faculty. Ten faculty members belong the regional community college English association, ten to CCCC, ten to NCTE, fifteen to MLA, and fifteen to the regional MLA; all of these faculty members attend conferences.

Requirements. There is no internship requirement. Whether community college visits are encouraged was not reported. Understanding of rhetoric, grammar systems, and the history of the English language is

required of students; criticism, semantics, and the nature of language are suggested competencies. English and American literatures and genres are areas in which all students are required to demonstrate familiarity; acquaintance with film is suggested. An understanding of rhetoric as a background for teaching writing is required. Writing is taught in courses, seminars, and during teaching assistantships; methods of teaching reading were not enumerated. Students are expected to produce examples of criticism and traditional term papers to meet program requirements; doctoral candidates must write dissertations. Projections of teaching outcomes must be explained by students in the program. There is about 30 percent flexibility in program design; mention was not made of allowable nonacademic experience nor of the transferability of credits from the master's program to the doctoral program.

Evaluation. The program is reevaluated approximately every four years, and this evaluation is undertaken by the North Central Association. The types of consultants involved in planning the program were not reported. The *Guidelines* were partially used in establishing the program and are partially used in its evaluation. Local community colleges are well informed about the requirements and aims of the program and placement of its graduates; this information is conveyed mainly at professional conferences.

Additional comments. The director describes the PhD offering as a "fairly traditional" one, including specialties in medieval, Renaissance, nineteenth-century, and American literatures. Many of the programs' graduates, at both the master's and doctoral levels, go on to teach in community colleges.

Michigan State University
201 Morrill Hall
East Lansing, Michigan 48824
Robert Uphaus, Director

Program and faculty. The degree offered is an MA in English, average completion time is six quarters or two academic years. As of November 1974, 11 persons had graduated from the program. Financial aid is available, and approximately 50 percent of the students in the program receive aid. Some students are also subsidized for conference attendance. The program is designed primarily for English BAs and is administered primarily by the English department. On the faculty are one experienced community college English teacher and one woman. One faculty member was employed at a community college within the last ten years. Various faculty members are associated with CCCC, NCTE, CEA, MLA, ADE, and attend conferences. There is no regional two-year association.

Requirements. An internship at a local community college is required. Students are encouraged to visit and observe community colleges. Competency is required in nature and history of language, dialects, rhetoric, grammar systems, semantics, criticism, community college history and philosophy, understanding of oral communication, group dynamics, and psychology of learning is suggested. Also suggested is familiarity with English, American, world, black, and Chicano literatures, as is genre, film, and television study. Competencies required include these concepts: ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Students are required to attend writing courses and seminars. For teaching assistants, internships and practicums are optional. Reading courses are optional. Stories, essays, criticism, poetry, journals, and self-evaluations are types of writing required of students. The thesis is optional. No projections of teaching results are required. Program design flexibility is about 50 percent. There is no credit for nonacademic experience. Some courses are applicable toward the PhD.

Evaluation. Discussions and conferences were held with community college English teachers and administrators, in planning the program. Discussions also were held with prospective students. There is continuing evaluation of the program, with changes being made as need is indicated. Persons involved in evaluation include the director, students, faculty, graduates of program, the university graduate department, area community colleges, and community college administrators. The *Guidelines for Junior College English Teacher Training Programs* were partially used in establishing the program; the *Guidelines* are not used in evaluating the program. The community colleges in the area are well informed as to the requirements and aims of the program, the placement of graduates and interns, and inservice offerings. Mutual visits, conference contacts, and community college faculty as students in the program facilitate the flow of information. Three institutions within the state offer community college English teacher training programs.

University of Michigan
Ann Arbor, Michigan 48104
Dr. Timothy G. Davies, Director

Program and faculty. The doctor of arts (AD) is awarded by the program, which can be completed in four or five semesters of study. The

program had graduated 28 students as of summer 1975. Forty-four percent of those in the program (a four-year average) have received financial aid. No student conference subsidies are provided. The program, administered primarily by the Department of English, is designed for holders of the MA in English, or its equivalent, and for experienced community college teachers. Consideration in admission is given to high school teachers who plan to transfer to community college teaching and to teachers of English in four-year colleges, whose main responsibilities are courses taught during the first two years. An experienced community college teacher with a background in community college administration is a member of the English faculty. One faculty member has been employed at a community college within the last three years. Faculty members hold the following organizational affiliations: Regional Two-Year English Association, two; CCCC, one; NCTE, three; ADE, one; regional MLA, two; these faculty members attend conferences of their membership groups.

Requirements. A one-year internship is required, taken in the second, and final, year of the program. Students plan and implement community college observation visits. A broad range of competencies is required of students. These include the nature of language, social and regional dialects, rhetoric, grammar systems, semantics, psychology of learning, and the history and philosophy of community colleges. Areas of understanding in which it is suggested that students become competent are the history of the English language, literary criticism, oral communication, and group dynamics. A familiarity with film, television, magazines, and newspapers is required; students are encouraged to become familiar with English, American, world, black, Chicano, Puerto Rican, Asian-American, and American-Indian literatures; a knowledge of literary genres is also suggested. Requirements for the DA degree include a demonstration of competence in ways in which language affects identity and self-concept, acceptance of dialectical variations, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Required courses and seminars in the teaching of reading and writing are provided; the internship provides further instruction in these skills. Personal journals, reports, self-evaluations, and informal essays are among the types of writing required of students; a thesis also is required. Students must explain the projected outcomes of their teaching, as part of the required work within the program. Individual programs have flexibility of about 66 percent, although no credit is allowed for nonacademic experience. Some courses may be applied toward the PhD in English.

Evaluation. A series of conferences was held, in which major decisions concerning the planning of the program were made with community college English teachers and administrators; prospective students were also consulted. The program is formally reevaluated every three years; the director, faculty, students, and graduates of the program

participate in this evaluation, as do area community colleges and the university graduate department. The *Guidelines* were not used in the program's planning, but are partially employed in its evaluation. Local community colleges are informed of the requirements and aims of the program, its placement of interns, and the recruitment of students, through an annual mailing, university visits to the community colleges, and contacts at professional conferences. Three institutions within the state offer similar training programs.

Wayne State University
Detroit, Michigan, 48202
Ellen A. Brown, Director

Program and faculty. Holders of the BA in English are the primary candidates for the program, which offers an MAT requiring five or six quarters for completion. There have been, as yet, no graduates. Sixty percent of the student body receives financial aid. No subsidies for student conference attendance are provided. Responsibility for administration of the program rests mainly with the English department; faculty assignments are divided between English and education faculty members. There are two women and one experienced English teacher, who has been employed at a community college within the last two years, on the faculty. Faculty members at community colleges visit and regularly participate in the program's seminars, teaching subjects in which they are especially competent. These visiting faculty members rotate from term to term, but generally they deal with such subjects as remedial writing, Afro-American literature, films, and the development of theme topics. One faculty member belongs to MLA, one to the regional MLA, and one to CCCC; of the two faculty members belonging to the Regional Two-Year English Association, one attends conferences; of the two belonging to CEA, one attends conferences.

Requirements. The program requires students to undertake an internship for one quarter during the middle of the course of study. Observation visits to community colleges are required. Required competencies are oral communication and group dynamics; those suggested include the nature of language, history of the English language, social and regional dialects, grammar systems, criticism, and the history and philosophy of the community college. Students are required to be familiar with English, American, and world literatures, as well as genres; they are encouraged to become acquainted with black, Chicano, and American-Indian literatures and the media: film, television, magazines, and newspapers. Students must demonstrate understanding of ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting student's lives, and

nontraditional ways of presenting literature to adults unsophisticated in reading. Candidates learn to teach writing while tutoring in the composition clinic (optional); the teaching of writing and reading is taught in required seminars and during the internship. Examples of literary criticism, journals, reports, and term papers are types of writing expected of all students; a thesis is also required. The course work required in the program includes projections of teaching outcomes. Flexibility of about 40 percent is allowed for individual program design, although no credit is granted for extraacademic experience. Some courses may be applied toward the PhD in English.

Evaluation. English teachers and administrators from community colleges participated in a series of conferences in which major decisions in program planning were made; the planning also involved discussions with community representatives and prospective students. The program, recently established, will be evaluated yearly; the director, students, faculty, and graduates of the program, as well as participants from the university graduate department, will take part in the evaluation. The *Guidelines* were partially used in establishing the program; they will be considered when it is evaluated. Professional contacts and mutual visits between the university and community colleges serve to inform the community colleges of the aims of the program and its placement of interns. Two other institutions in the state offer training programs.

MINNESOTA

St. Cloud State College
St. Cloud, Minnesota 56301
Don H. Otten, Director

Program and faculty. The degrees awarded by the program, which the average student can complete in three quarters, are MA and MS. Approximately six students had completed the program at the time the questionnaire was returned. Most students have part-time assistantships, although financial aid is not specifically available through the program. No subsidies are provided for student conference attendance. Those with BAs in English receive primary consideration in admission. The English department is mainly responsible for program administration. There are no full-time faculty assignments to the program. There are two women and three experienced community college English teachers on the faculty; three faculty members have been employed at a community college within the last ten years. Twelve faculty members belong to MLA; fifteen faculty members attend MLA conferences; the director is a member of ADE; one

faculty member attends conferences of the Regional Two-Year English Association; two faculty members belong to CCCC and attend conferences; the only faculty member who belongs to CEE attends conferences; the three faculty belonging to the regional MLA attend conferences; one faculty member belongs to AACJC but does not attend conferences.

Requirements. Students are required to pay observation visits to community colleges; there is, however, no internship requirement. Students must demonstrate their competence in the nature of language, rhetoric, the history of the English language, literary criticism, oral communication, psychology of learning, and the history and philsophy of community colleges. It is suggested that students be familiar with English, American, world, and black literatures; these competencies may be challenged by examination. Competence in genres, film, television, magazines, and newspapers is suggested also and may be challenged by examination. Students are required to demonstrate understanding of ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Writing itself is taught in seminars, in writing-clinic internships, and during service as teaching assistants. Those students who are not employed as teaching assistants receive informal instruction in the teaching of writing; reading seminars are required. Students must produce reports, self-evaluations, literary criticism, and term papers; a thesis is required. There is no requirement that students project the outcomes of their teaching; students are allowed latitude, sometimes exceeding 50 percent, in the design of their programs. There is no policy prohibiting the granting of credit for elevant nonacademic experience. The college does not award the PhD.

Evaluation. A series of conferences, in which major decisions were made concerning the planning of the program, was held with community college English teachers and administrators, as well as prospective students; directors of similar programs at large universities took part in the planning, as did community representatives. There is formal reevaluation of the program every three years which is participated in by the university graduate department and program faculty. The *Guidelines* were fully implemented in the establishment of the program and are fully employed in its evaluation. Mutual visits between community colleges and the program, contacts at professional conferences, and occasional mailings inform local community colleges of the requirements and aims of the program, its placement of graduates, and inservice offerings. Three programs in community college teaching, not as formally stated as the one at St. Cloud, exist at institutions within the state.

Additional comments. Changing enrollment patterns in Minnesota

community colleges have led to the deemphasis of the teacher-training program and have caused the department to direct its attention to other goals.

University of Minnesota, Duluth
Duluth, Minnesota 55812
Joseph E. Duncan, Director

Program and faculty. The MA in English with emphasis in teaching is offered by the program. Three students had completed it at the time the questionnaire was returned; average completion time, allowing for service as a teaching assistant in composition, was six quarters. The program, in its third year at the time the questionnaire was returned, enrolls 16 students. Most of the students hold the BA in English. Seventy percent of students receive financial aid; there are no subsidies for student conference attendance. The English department has primary administrative responsibility for the program, though, of the 16 faculty members involved, none has the program as a sole responsibility. There are five women on the faculty; no faculty member has community college experience. One faculty member belongs to the Regional Two-Year English Association, although three members of the faculty attend conferences of this organization; four faculty members belong to CCCC and attend conferences; four faculty members belong to NCTE and attend conferences; two faculty members belong to CEA and attend conferences; of the fourteen MLA members on the faculty, six attend conferences; and the two faculty members who belong to the regional MLA attend conferences of that organization.

Requirements. There is no internship requirement, although students are encouraged to pay observation visits to different kinds of community colleges. The program requires the demonstration of competence in the history of the English language, rhetoric, grammar systems, and oral communication; suggested competencies include the nature of language, social and regional dialects, semantics, criticism, and group dynamics. Students must demonstrate familiarity with world literature and literary genres; they are encouraged to become familiar with English, American, and black literatures, as well as with the media: film, television, magazines, and newspapers. Understanding is required of ways in which language affects identity and self-concept, acceptance of dialectical variations, and rhetoric as a background for teaching writing, as is attendance in courses on the teaching of writing; seminars, service as a teaching assistant, and practicums in writing are optional. Reading courses and practicums and service as a teaching assistant in reading are, as well, optional. A thesis is not required, nor are students required to project the outcomes of their teaching. There is flexibility of about 30 percent in

student design of individual programs. Three projects are required of students. These are usually, but not necessarily, written and may be of a creative nature; they may be reports or investigations of problems of teaching, or they may be conventional papers. The program offers practicums in teaching composition, literature, and linguistics; planning for a program of internships is underway. Some courses are applicable toward the PhD in English.

Evaluation. Correspondence and discussions with, and reports from, community college English teachers and administrators aided in the planning of the program, which undergoes formal reevaluation every five years. The evaluation is performed by the program's director, its faculty, students, and graduates, with the participation of the university graduate department and a committee of three members from other universities. The *Guidelines* were fully employed in the program's planning; they are partially implemented in its evaluation. A single annual mailing and professional contacts inform local community colleges of the aims of the program.

NEVADA

University of Nevada, Reno
Reno, Nevada 89507
David Wm. Hettich, Director

Program and faculty. The program offers the master of arts in the teaching of English (MATE), which can be completed in one calendar year of study comprising two semesters and two summer sessions. At the time the questionnaire was returned, 25–30 had completed the program, which is primarily designed for those with the BA in English and for experienced high school teachers. All students received some sort of financial aid, but there are no student conference subsidies. The English department has primary administrative responsibility for the program, although no faculty member receives an exclusive assignment to it. There are four women on the faculty.

Requirements. There is no internship requirement. Students must be competent in the nature of language, the history of the English language, and rhetoric; a familiarity with English and American literatures is also required, as is knowledge of rhetoric as a background for teaching writing. There are required courses and seminars in which instruction in the teaching of writing is provided; service as a teaching assistant in university writing classes is also required. Students are required to write traditional term papers. There is no thesis requirement and no expectation

that students project the outcomes of their teaching. There is flexibility of about 20 percent in student program design, and all courses are creditable toward the PhD in English.

Evaluation. The *Guidelines* were used in neither the establishment nor the evaluation of the program.

NEW JERSEY

Glassboro State College
Robinson Building
Glassboro, New Jersey 08028
Richard R. Smith, Director

Program and faculty. Four semesters beyond the BA are generally required to complete the MA in junior college teaching. Approximately 20 students had completed the program at the time the questionnaire was returned. Fifteen percent of students receive financial aid; no subsidies for student conference attendance are provided. The program encourages application by those from a wide range of backgrounds, but those enrolled are primarily holders of the BA in English. One full-time member of the education faculty is assigned to the program, which is administered by the educational administration department; five English faculty have part-time assignments to the program. There are two women, one experienced community college English teacher, and one experienced community college administrator on the faculty, one of whose members has been employed at a community college within the last two years. Members of the faculty are affiliated with NCTE and AACJC.

Requirements. A one-year internship at a community college must be taken by students at the end of their programs; they are required and are subsidized to pay observation visits to community colleges; Required competencies include grammar systems, the history of the English language, semantics, group dynamics, psychology of learning, and history and philosophy of community colleges; students are encouraged to become familiar with the nature of language, literary criticism, and oral communication. The program requires familiarity with English, American, black, and world literatures, as well as with literary genres; it is suggested that students be familiar with film, magazines, newspapers, and television. An understanding of nontraditional ways of presenting literature to adults unsophisticated in reading is required. The teaching of writing is demonstrated in required seminars, during the internship, and through the techniques of modern grammar; reading is taught during the required internship and in optional techniques of reading courses. Students must produce examples of literary criticism, informal essays, reports, and term

papers; a thesis is required. Demonstrations of expected teaching outcomes are required. The program has flexibility of about 20 percent for individual design; no credit is allowed for nonacademic experience. All courses are applicable to the PhD in English.

Evaluation. A series of conferences in which major decisions were made in the planning of the program was held with community college English teachers and administrators, as well as with community representatives and the New Jersey Department of Higher Education. There is formal reevaluation yearly, undertaken by the director, students, and graduates of the program, and participated in by the university graduate department and administration and area community colleges. There was a formal evaluation conducted by outside consultants in 1974. The *Guidelines* were partially employed in establishing the program; they are fully implemented in its evaluation. Area community colleges are informed of the requirements and aims of the program, its placement of interns and graduates, and recruitment of students, through mutual visits between the program's officials and the colleges, a regular newsletter, and contacts at professional conferences. No other institution within the state offers a training program.

NEW YORK

State University of New York
College at Geneseo
Geneseo, New York 14454
C.W. Lewis, Director

Program and faculty. A certificate attesting to completion of the program is awarded to students who have met the stipulated requirements. The program generally takes two terms and a summer of study to complete; approximately 12 students had been awarded the certificate by the time the questionnaire was returned. There is financial aid available, although the percentage of students receiving such aid was not reported. No subsidies for student conference attendance are provided. The English department, primarily responsible for administration of the program, has designed it primarily for those with BAs in English. There are no faculty members whose sole assignment is to the program. One member of the faculty belongs to CCCC, three to MLA.

Requirements. An end-of-program internship for one quarter is required; students are encouraged to pay observation visits to community colleges. Competence in the nature of language, literary criticism, and the psychology of learning is required; suggested are the history of the English language, rhetoric, and grammar systems. Students must be familiar with

English and American literatures; they are encouraged to have an acquaintance with world literature and literary genres. Ways in which language affects identity and self-concept, acceptance of dialectical variations, and rhetoric as a background for teaching writing are required areas of understanding. Students learn to teach writing in required seminars, during required service as teaching assistants, and during the internship; there are no provisions for the teaching of reading. Informal essays, self-evaluations, literary criticism, and term papers are among the varieties of writing required of students; they also must produce a thesis. Projections of teaching outcomes must be explained. Programs include flexibility of about 50 percent in selection of preferred courses and areas of concentration.

Evaluation. Community college English teachers were consulted in the planning of the program, during a series of conferences in which major decisions were made. The program is evaluated every seven years by the university graduate department and university administration officials, as well as by representatives of the State Education Department. The *Guidelines* were partially implemented in the establishment of the program; they are fully employed in its evaluation. Mutual visits between program staff and local community colleges serve to inform the community colleges of the requirements of the program and its placement of interns and graduates.

State University of New York
College at Fredonia
Fredonia, New York 14063
Charles R. Colvin, Director

Program and faculty. The MA and MEd in English are awarded; the program, which has graduated 30 students, requires two semesters and two six-week summer sessions for completion (14 months). Candidates for the degrees are primarily holders of the BA in English and are experienced high school and community college teachers. Ninety-five percent of students receive financial aid, and students are subsidized for conference attendance. The education department is primarily responsible for program administration; one member of the English faculty and one faculty member of the Department of Education are assigned to the program as their sole responsibility. There are four women, four experienced community college English teachers, and one black on the faculty. Three faculty members have been employed at a community college within the last five years, one has been so employed within the last ten years. Twenty faculty members are MLA members, ten of these attend conferences; six faculty belong to CCCC, four attend conferences; six

belong to NCTE, four attend conferences; four belong to CEA, two attend conferences; the chairperson, English, is a member of ADE and attends conferences; the faculty member belonging to AACJC attends conferences.

Requirements. Students must undertake a one-semester internship at the end of their programs; they are required and are subsidized to visit and observe different kinds of community colleges. The program requires demonstrated competence in the nature of language, history of the English language, social and regional dialects, rhetoric, grammar systems, semantics, literary criticism, psychology of learning, and the history and philosophy of community colleges; degree candidates may elect courses in composition and a seminar in language, literature, and learning theory; they are encouraged to have some familiarity with oral communication and group dynamics. A knowledge of English and American literatures is required; familiarity with world and black literatures, genres, film, television, magazines, and newspapers, is suggested. Comprehension is required of ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Students learn to teach writing in required courses and seminars, during the internship, and through selected departmental experiences; they are taught reading in suggested courses and practicums, during the internship, and through individual study. Required writing in the program includes reports, personal journals, criticism, and traditional term papers; the thesis is optional. Students must explain the projected outcomes of their teaching. They receive about 30 percent leeway in individual program design. Some courses may be applied toward the PhD in English. A written comprehensive examination is required for the degree.

Evaluation. Community college English teachers and administrators participated in a series of conferences in which major decisions were made in the planning of the program; prospective students also conferred with program officials in the planning. The program is evaluated yearly by the director, faculty, students, and graduates of the program, as well as by the university graduate department, area community colleges, and employers. The *Guidelines* were partially used in the establishment of the program and are partially employed in its evaluation. A full range of activities serves to inform area community colleges of the requirements and aims of the program, its placement of interns and graduates, recruitment of students, and inservice offerings. These include mutual visits between program personnel and the community colleges, an annual mailing, a newsletter, professional contacts, the influence of mentors, and articulation meetings. An estimated number of three institutions in the state offer similar training programs.

Syracuse University
Syracuse, New York 13210
Richard Fallis, Acting Director of Graduate Studies

Program and faculty. The program, the doctoral segment of which is oriented toward providing four-year college teachers, awards master's and doctor of arts degrees. The MA can be completed in four semesters; the DA requires a minimum of eight semesters beyond the baccalaureate. Approximately 200 students have received MA degrees since the inception of the program; three have received the DA. Students are primarily holders of the BA in English or other disciplines, those with MAs in English working toward the DA, and experienced community college teachers. Seventy percent of students receive financial aid; no subsidies for student conference attendance are provided. The English department is primarily responsible for administration of the program, although there are no exclusive faculty assignments to it. Two experienced community college administrators and three women are on the faculty. Two faculty members have been employed at a community college within the last ten years. Ten members of the faculty belong to NCTE; 30 members of the faculty hold membership in MLA and 20 in the regional MLA; these MLA members attend conferences.

Requirements. Students are encouraged to visit different kinds of community colleges, although there is no internship requirement. Literary criticism, rhetoric, oral communication, and group dynamics are required competencies; students are encouraged to develop an understanding of the history of the English language, social and regional dialects, grammar systems, and the psychology of learning. Students must demonstrate familiarity with English, American, and world literatures, as well as with literary genres; suggested courses include black literature and film. Knowledge is required of nontraditional ways of presenting literature to adults unsophisticated in reading and rhetoric as a background for teaching writing. Students acquire knowledge of methods of teaching writing in required service as teaching assistants and in optional courses and seminars. A thesis is required, and students are required to write informal essays, reports, examples of technical writing and literary criticism, and term papers. Individual programs have flexibility of about 40 percent, and credit may be allowed for appropriate nonacademic experience. There is no required demonstration of projected teaching outcomes. Some credits may be allowed toward a traditional English PhD.

Evaluation. Discussions were held with community college English teachers during the planning of the program; discussions leading to major decisions in the planning were held with community college administrators. The New York State Board of Education participated in the program's establishment. The program is not regularly evaluated. The *Guidelines* were partially used in the establishment and evaluation of the

program. A single annual mailing and contacts at professional conferences inform area community colleges of the aims of the program and its placement of interns and graduates.

NORTH CAROLINA

Western Carolina University
Cullowhee, North Carolina 28723
L.H. Arney, Director

Program and faculty. The program, which may be completed in five quarters of study, offers an MA in education. At the time the questionnaire was returned, 19 students had completed the program, which is designed primarily for those with BAs in English. Eighty percent of the student body received financial aid; no students receive subsidies for conference attendance. Responsibility for program administration is split between the departments of English and education; a combination of five faculty members have the program as their sole responsibility. There are four women and two experienced community college English teachers on the faculty, one of whom has been employed at a community college within the last ten years. Two faculty members belong to the Regional Two-Year English Association, two to CCCC, one to NCTE, ten to MLA and the regional MLA, one to ADE, and one, who attends conferences, to AACJC.

Requirements. Students are required to undertake an internship for one quarter at the end of their programs; they are encouraged and are subsidized to visit and observe several different kinds of community colleges. Competencies in the nature of language, history of the English language, rhetoric, grammar systems, literary criticism, psychology of learning, and the history and philosophy of the community college are required; competence in social and regional dialects and oral communication is suggested. Students must demonstrate familiarity with English and American literatures; they are encouraged to become familiar with world, black, and Chicano literatures, as well as with genres. The program provides instruction in the teaching of writing, in required courses, practicums, and the internship; reading is taught in required courses, seminars, and practicums. Students must write informal essays, criticism, term papers, reports, and provide examples of technical writing; no thesis is required. Explanations of projected teaching outcomes are not required. Leeway of about 20 percent is allowed for individual program design; no credit is granted for extraacademic experience. Western Carolina does not offer the PhD.

Evaluation. Community college English teachers and administrators helped make major decisions in the program's planning. Reevaluation

is performed periodically by the state and regional accrediting agencies and is participated in by the director and graduates of the program, the university administration, and area community colleges. The *Guidelines* were fully employed in program planning and evaluation. Mutual visits between university and community colleges and contacts at professional conferences serve to inform the community colleges of the requirements and aims of the program, its recruitment of students, and the placement of interns and graduates. There is one other training program in the state.

OKLAHOMA

Northeastern Oklahoma State University
Tahliquiah, Oklahoma 74464
J.T. Sego, Director

Program and faculty. The community college teaching program, in existence for three years, grants an MEd in community college teaching which generally requires three semesters of work beyond the BA. The program had graduated 35 students at the time the questionnaire was returned. Thirty-five to 40 percent of students; most of whom are holders of the BA, receive financial aid; no subsidies are provided for student conference attendance. There are no faculty members assigned solely to the program. Faculty members include six women, one American Indian, and one experienced community college English teacher who has been employed at a community college within the last ten years. One faculty member belongs to CEA, one to MLA, and one to CEE; five faculty belong to NCTE, and two of these attend conferences; three faculty members belong to the Regional Two-Year English Association, and two of these attend conferences; four faculty belong to CCCC, and one of these attends conferences.

Requirements. A one-semester, end-of-program internship is required by the program, as are observation visits to different kinds of community colleges. A full range of competencies is suggested by the program; there are few requirements, except as need is demonstrated by the individual student. It is suggested that students be familiar with English, American, world, and American-Indian literatures, as well as with genres, magazines, and newspapers. A familiarity with sociocultural components of language study is suggested by the program, which provides optional courses in the teaching of writing and reading, as well as writing instruction during the teaching assistantship and the internship. There is no thesis requirement; however, students must produce two research papers. Demonstration of projected teaching outcomes is not required.

There is 50 percent flexibility in individual program design, although no credit is granted for nonacademic experience. Substantial credit may be applied toward the PhD in English, depending on the university attended.

Evaluation. Community college administrators and faculty from a five-state area participated in a conference in which an optimal program design and the needs of the community colleges were assessed; much attention was paid to the question of what kind of training would be most effective for prospective community college teachers. The program was based on the ideas that emerged from this conference, which gave special emphasis to areas unique to community college teaching. The program is reevaluated annually by the director, faculty, and graduates of the program. The *Guidelines*, which were unavailable when the program was planned, are partially used in its evaluation. University visits to the community colleges serve to inform them of the requirements and aims of the program and its placement of interns and graduates. Two institutions in the state offer training programs.

PENNSYLVANIA

Carnegie Mellon University
Pittsburgh, Pennsylvania 15213
Jan Cohn, Director

Program and faculty. A desire for significant innovation in the training of community college English teachers led to the establishment of the program, which offers a certificate of specialization and a doctor of arts in English to holders of the MA in English or other disciplines, who are experienced, inservice community college teachers. Certification requires three summers of work in the program; the DA, three summers plus an oral examination and a dissertation. Four to six students were scheduled to enter the program in the summer of 1976; eleven were returning for the second summer. There have been, as yet, no graduates. Limited financial assistance is available to students; all those in the second summer of the program will be eligible to receive partial tuition remission, though some candidates have their tuition paid by the institutions at which they teach. They receive no subsidies for conference attendance. The program is operated under the aegis of the English department, which assigns three faculty members to it each summer. As of summer 1976, six teachers, three of whom are women, will have taught in the program. On the English faculty at large, two members belong to the Regional Two-Year English Association and attend conferences, five belong to MLA and attend conferences, two belong to the regional MLA and attend

conferences, one belongs to CEA and attends conferences, and six belong to NCTE and attend conferences. Of the five faculty members belonging to CCCC, three attend conferences.

Requirements. The program operates on the assumption that the teaching of literature and the teaching of language arts cannot be kept distinct from one another. In practice, this philosophy indicates that a course dealing with American literature will not ignore the problems of selecting and developing materials useful in the teaching of reading and writing skills. Courses in language, reading, and writing will consider questions of appropriate literary materials for use in composition courses. All students do curriculum internships, i.e., the testing of courses they have designed themselves, on their own campuses. Students must demonstrate competence in the nature of language, social and regional dialects, rhetoric, and grammar systems. The history and philosophy of community colleges are covered in three colloquia offered each summer; educational psychology is part of the revised program for summer of 1977. Literature courses are not confined to studies of period, genre, or individual authors. Titles of courses offered include Literature and Other Media, Contemporary Literature in America, Approaches to Composition, American Literature and American Society, and Contemporary Literature. Understanding is required of ways in which language affects identity and nontraditional ways of presenting literature to adults unsophisticated in reading, as are courses in the teaching of writing and reading. Candidates are required to write informal essays, literary criticism, and reports; a dissertation is one of the requirements for the DA. As part of the curriculum internship, students must project the outcomes expected of their teaching. All courses in the program are required; flexibility exists inasmuch as students are instrumental in the design of courses. No credit is allowed for nonacademic experience, nor does the university offer the PhD.

Evaluation. Current students participate in all phases of program planning, including course design. Community college English teachers and administrators were consulted in a series of conferences during the planning of the program, of which the community college training component has not yet been evaluated, although the DA program undergoes evaluation every three years by representatives of the Carnegie Corporation. The *Guidelines* were partially employed in the establishment of the program; insofar as the suggestions pertained to student questionnaires, they were employed in its evaluation. The requirements and aims of the program are conveyed to community colleges through an annual mailing, university visits to the colleges, professional contacts, and through the information provided by the program's students, all of whom are community college teachers. An estimated number of two institutions in the state offer training programs.

TENNESSEE

Middle Tennessee State University
Box 151, MTSU
Murfreesboro, Tennessee 37130
Charles W. Durham III, Director

Program and faculty. A doctor of arts requiring 89 semester hours beyond the bachelor's degree is offered by the program, which has been completed by 12 students. It was designed primarily for those holding the MA in English. Financial aid is received by 60 percent of the students in the program; there are no subsidies for student conference attendance. The English department is primarily responsible for the program's administration; three members of the education faculty are assigned to the program as their only responsibility. Four women are on the faculty; it was not known whether any members had previous community college experience. One member of the faculty belongs to the Regional Two-Year English Association but does not attend conferences; six faculty members belong to CCCC, three to NCTE, four to CEA, ten to MLA, one to ADE, and 15 to the regional MLA; all of these attend conferences.

Requirements. Students are required neither to intern at, nor to visit, community colleges. They are required to demonstrate competence in the psychology of learning and in the history and philosophy of community colleges. Suggested competencies include the nature of language, the history of the English language, rhetoric, semantics, grammar systems, criticism, oral communication, and group dynamics. Familiarity with English and American literatures and literary genres is required; a knowledge of world and black literatures, film, television, as well as of magazines and newspapers, is suggested. Students must show that they understand ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Reading and writing are taught in courses, seminars, and during teaching assistantships in university classes. Examples of criticism, informal essays, and traditional term papers must be submitted by students; a thesis is required.

Evaluation. A series of conferences was held with community college English teachers and administrators in the planning of the program; community representatives and prospective students participated in these conferences. The program is formally reevaluated every five years; the director, students, and graduates of the program, in conjunction with the university graduate department and administration, undertake this evaluation. The *Guidelines* were partially used in establishing the program; they

are not employed in its evaluation. Requirements and aims of the program, the placement of graduates and recruitment of students, are kept before local community colleges through mutual visits between program and community college officials. Contacts at professional conferences are maintained. Two other universities in the state offer programs in community college teacher training.

TEXAS

Tarleton State University
PO Box T159, Tarleton Station
Stephenville, Texas 76402
William B. Martin, Director

Program and faculty. The course of study leads to an MAT (English) and usually requires two semesters plus one summer session for completion. The program has been designed primarily for holders of the BA, in both English and other disciplines. Sixteen students have completed the program so far. Five to ten percent of students receive financial aid. There are no student subsidies for conference attendance. The English department is primarily responsible for program administration, although no faculty members receive an exclusive assignment to it. There are two women, two experienced community college English teachers, and two experienced community college administrators on the faculty; one faculty member has been employed at a community college within the last five years. Faculty memberships include: Regional Two-Year English Association, one; NCTE, two; ADE, one; regional MLA, six; all faculty belonging to these organizations attend conferences. Of the four faculty members belonging to MLA, two attend conferences; of the two belonging to CCCC, one attends conferences.

Requirements. There is no internship requirement, although students are encouraged to pay observation visits to several different kinds of community colleges. Required competencies include the nature of language, social and regional dialects, grammar systems, semantics, and literary criticism. Students must demonstrate their familiarity with English, American, black, and Chicano literatures; genres; film; and television. Students learn to teach writing in the practicum; there is instruction in the teaching of reading. Informal essays, literary criticism, term papers, and reports are among the kinds of writing required of all students; there is no thesis requirement. No projections of teaching outcomes are required of students. There is about 20 percent flexibility for students to design their own programs. No credit is granted for nonacademic experience.

Evaluation. Mutual visits between the university and local

community colleges, as well as contacts at professional conferences, well inform the colleges of the requirements of the program, its recruitment of students, and the placement of graduates. The *Guidelines* were partially employed in the establishment of the program and are partially used in its evaluation.

VIRGINIA

Old Dominion University
Norfolk, Virginia 23508
D. L. Shones, Director

Program and faculty. The program offers an MA in English, primarily to students who have a baccalaureate in English. The number of students who have completed the program was not reported. Financial aid is available, but the number of students receiving aid was not reported. There are no subsidies for student conference attendance. The English department is primarily responsible for program administration; no faculty have the program as their primary responsibility. Two faculty members have been employed at a community college within the last ten years. One faculty member belongs to CCCC, and one to NCTE; both of these faculty attend conferences. Of the 12 faculty members belonging to MLA, five attend conferences; of the ten regional MLA members, all attend conferences. One faculty member belongs to ADE.

Requirements. A one-semester internship is required at the end of the program; students are encouraged to visit and observe several different kinds of community colleges. Required competencies include criticism and rhetoric, the nature of language and dialects, and the history and philosophy of community colleges. Students are required to demonstrate familiarity with English and American literatures. Acceptance of dialectical variations, economic and cultural conditions affecting students' lives, and rhetoric as a background for teaching writing are all required competencies. Courses, community college internships, and practicums are provided for the teaching of writing; reading is taught in the internships. Students are required to produce reports, criticism, and term papers. No thesis is required, nor are students required to make projections of teaching outcomes. There is approximately 50 percent flexibility for student program design. No credit is granted for nonacademic experience; no information was available for course credit allowable toward the PhD.

Evaluation. A survey of the Virginia Community College System was conducted during the planning of the program. No formal system is employed in the evaluation of the program. The *Guidelines* were used in neither the establishment nor the evaluation of the program. Community

colleges in the area are well informed about the requirements and aims of the program and its placement of graduates and interns; this exchange of information is accomplished through an annual mailing. No information was provided on the number of institutions in the state offering a similar program.

WASHINGTON

Eastern Washington State College
Cheney, Washington 99004
Roland B. Lewis and Kenneth Halwas, Directors

Program and faculty. The program, which can be completed in five or six quarters, offers an MA in college teaching, primarily to those holding the BA in English. three students had completed the program, as of November 1974. Financial aid is available, and between five and ten percent of students receive such aid. Students are subsidized to attend conferences. The Department of English and the community college share responsibility for program administration. There are no faculty members with sole responsibility to the program. Programs are designed to allow flexibility in the assignment of teachers to courses. Some faculty members have been employed at a community college within the last ten years. Five faculty members belong to the Regional Junior College English Assocation, two to CCCC, and one to NCTE; there are faculty who hold membership in MLA, ADE, and the regional MLA; those faculty who are members of professional organizations attend conferences of these organizations.

Requirements. An internship is required for one quarter at the end of the program; students are encouraged to pay observation visits to several kinds of community colleges. The required competencies which may be challenged by exam include the nature of language, the history of the English language, rhetoric, semantics, grammar systems, criticism, oral communication, and the psychology of learning. Knowledge of the history and philosophy of community colleges is required of all students. An understanding of group dynamics is suggested. Students are required to demonstrate familiarity with genres, as well as with black, Chicano, and American-Indian literatures. Students must demonstrate acquaintance with film. Competence in ways in which language affects identity and self-concept, economic and cultural conditions affecting students' lives, and rhetoric as a background for teaching writing, are required of students in the program. They must also demonstrate understanding of non-traditional ways of presenting literature to adults unsophisticated in reading and the acceptance of dialectical variations. Reading and writing are taught in courses and during the community college internship; there

are required writing seminars, and writing is emphasized during required teaching assistantships in university classes. Students must produce essays, journals, criticism, term papers, reports, and self-evaluations; an extended term paper with a bibliography is required. Students must explain the goals and projected outcomes of their teaching within the course framework of the program. There is flexibility of about 50 percent in individual program design. Credit is allowed for VISTA service and for other nontraditional experience; decisions on the granting of credit are made on an individual basis. Eastern Washington does not grant the PhD; transferability of credit to other institutions was not mentioned.

Evaluation. Community college English teachers and administrators, as well as prospective students, participated in the planning of the program, which is formally reevaluated every five years. Students, faculty, and graduates of the program, as well as the directors and professional organizations, take part in the evaluation. The *Guidelines* were fully employed in establishing the program and are fully implemented in its evaluation. Requirements and aims of the program, placement of graduates and interns, the recruitment of students, and inservice offerings are all aspects of the program about which local community colleges are well informed. This flow of information takes place during mutual visits between program personnel and community college staff; the program sponsors a community college advisory board, as well.

Seattle University
Seattle, Washington 98122
Hamida Bosmajian, Director

Program and faculty. The program, in process of revision at the time the questionnaire was returned, offers the MA and MAT, primarily to holders of the BA in English or other disciplines, to experienced high school and community college teachers, and to those with relevant nonacademic experience. The degrees require a minimum of three quarters of full-time course work and one quarter of exam preparation. Eighty students have completed the program. No financial aid is available, and there are no subsidies for student conference attendance. Primarily responsible for administration is the English department, which has assigned nine faculty members to the program. There are three women and one Asian American on the faculty, none of whose members has community college experience. Five members of the faculty belong to MLA.

Requirements. No internship is required. Students must demonstrate competence in rhetoric, the history of the English language, grammar systems, and literary criticism; they are encouraged to become familiar with English, American, Asian-American, world, and black

literatures, as well as with literary genres and film. They are required to demonstrate their understanding of ways in which language affects identity and self-concept, acceptance of dialectical variations, economic and cultural conditions affecting students' lives, nontraditional ways of presenting literature to adults unsophisticated in reading, and rhetoric as a background for teaching writing. Writing is taught in the required seminar; reading, in the required practicum. Required writing in the program includes informal essays, literary criticism, and traditional term papers. Candidates for the MA must write a thesis; those working toward the MAT are exempt from this requirement. No demonstrations of projected teaching outcomes are expected of students. They are given about 30 percent leeway in designing their own programs; no credit is provided for nonacademic experience. The university does not offer the PhD.

Evaluation. The Coordinator of Language Arts Programs in the Seattle public schools participated in the program's planning; other sources were consulted by means of a questionnaire. Formal program evaluation is undertaken every ten years; informal evaluation takes place every five years and is participated in by an interdepartmental faculty group and by the Northwest Association. The evaluation team includes the program's director and faculty, the university graduate department and administration, and professional organizations. The *Guidelines* were not used in establishing the program; they are partially employed in its evaluation. An annual mailing serves to apprise area community colleges of the requirements and aims of the program and of its recruitment of students. Another institution within the state offers a training program.

Appendix

Questionnaire for Directors of Programs for Training Junior and Community College English Teachers
October 1974

Prepared by the CCCC Guidelines Implementation Committee, 1973–1974

In all cases, the questions refer to students and faculty in English and communication programs.

1. What degree or certificate, if any, does your program award?
2. How many terms beyond the BA does it normally take the average student to complete the program? Please specify semesters or quarters.
3. How many students have completed the program so far?
4. Is financial aid available to students in the program?
5. What percentage of students in the program receive financial aid?
6. For what students is your program primarily designed?
   - students with BA
   - students with BA in English
   - students with MA
   - students with MA in English
   - experienced high school teachers
   - experienced junior college teachers
   - people with relevant, but nonacademic, nontraditional, experience
7. What department is primarily responsible for administering the program?
8. How many faculty members are assigned to the program as their only responsibility? From English? Education? A combination?
9. Of the faculty members who teach courses required in the program, how many belong to each of the following groups?
   - American Indians
   - Asian Americans
   - blacks
   - Chicanos
   - Puertó Ricans
   - women
   - experienced junior college English teachers
   - experienced junior college administrators
10. Of the faculty in the program, how many have been employed at a junior college within the last two years? The last five years? Ten years?
11. How many faculty in the program belong to the following organizations? How many attend conferences?
    - Regional Two-Year English Association
    - CCCC
    - NCTE
    - CEE
    - CLA
    - CEA
    - MLA
    - ADE
    - Regional MLA
    - AACJC

12. Are students subsidized to attend conferences?
13. What groups, beside members of your department or your graduate studies committee, were consulted in planning your program? How were they consulted?

	casual discussion	series of conferences	helped make major decisions
junior college English teachers	☐	☐	☐
junior college administrators	☐	☐	☐
community representatives	☐	☐	☐
others	☐	☐	☐

14. How often is your training program formally reevaluated?
15. Who does the evaluating?
    - director of program
    - area junior colleges
    - students in program
    - university graduate department
    - university administration
    - graduates of program
    - faculty in program
    - professional organizations
16. Is an internship at a junior college required? For how long: one quarter, one semester, or one year? Does it take place at the beginning, the middle, or the end of the program?
17. Are students required, encouraged, or subsidized to visit and observe different kinds of junior colleges?
18. Please mark the areas in which students in the program are required to demonstrate competence or understanding. Mark **R** if it is required as a course or as part of a course, **S** if it is a course or part of a course which is suggested, or **E** if the student can challenge by examination.
    - ☐ nature of language
    - ☐ history of English language
    - ☐ social and regional dialects
    - ☐ rhetoric
    - ☐ grammar systems
    - ☐ semantics
    - ☐ literary criticism
    - ☐ oral communication
    - ☐ group dynamics
    - ☐ psychology of learning
    - ☐ history and philosophy of junior colleges
19. Students are required to demonstrate familiarity with which of the following kinds of literature? Mark **R** if required as a course or as part of a course, **S** if a course or part of a course which is suggested, or **E** if the student can challenge by examination.
    - ☐ English
    - ☐ American
    - ☐ world
    - ☐ genre (fiction, poetry, drama, essay)
    - ☐ black
    - ☐ Chicano
    - ☐ Puerto Rican
    - ☐ Asian American
    - ☐ American Indian
    - ☐ film
    - ☐ television
    - ☐ magazines and newspapers

20. Students are required to demonstrate competence or understanding in which of the following subjects?
    - ways in which language affects identity and self-concept
    - acceptance of dialect variations
    - economic and cultural conditions affecting students' lives
    - nontraditional ways of presenting literature to adults unsophisticated in reading
    - rhetoric as a background for teaching writing

21. How do your students learn to teach writing? Mark **R** if required, **O** if optional.
    - ☐ in a course
    - ☐ in a seminar
    - ☐ as a teaching assistant in university classes
    - ☐ during junior college internship
    - ☐ in a practicum
    - ☐ other (please specify)

22. How do your students learn to teach reading? Mark **R** if required, **O** if optional.
    - ☐ in a course
    - ☐ in a seminar
    - ☐ as a teaching assistant in university classes
    - ☐ during junior college internship
    - ☐ in a practicum
    - ☐ other (please specify)

23. What kinds of writing are required of all students in the program?
    - short stories
    - plays
    - poetry
    - personal journals
    - informal essays
    - technical writing
    - reports
    - self-evaluations
    - literary criticism
    - traditional term papers

24. Is a thesis required as part of the program?

25. Are students required to explain clearly the outcomes they expect from the courses they teach or the changes they expect in the students who take their courses? Is this a required course or part of a course? Can the requirement be challenged by examination?

26. How much leeway are students given in designing their own programs?
    • very little • about 20% • about 30% • about 40% • about 50%

27. Does the program allow credit for relevant nonacademic experience?
    • VISTA • Job Corps • Peace Corps • volunteer work
    • welfare work

28. Are the courses in this program accepted for credit if the candidate changes to, or returns for, a PhD in English? • none • some • all

29. About which aspects of your program are the junior colleges in your area well informed?
    - requirements of the program
    - recruitment of students

- aims of the program
- placement of graduates
- placement of interns
- available inservice offerings

30. How do the junior colleges get this information?
    - single annual mailing
    - university visits to junior colleges
    - junior college visits to university
    - regular newsletter
    - contacts at professional conferences
    - other (please specify)
31. How many other universities in your state offer, or plan to offer, training programs for junior college English teachers?
32. Were the *Guidelines for Junior College English Teacher Training Programs* used in establishing your program? • no • in part • fully
33. Have the *Guidelines for Junior College English Teacher Training Programs* been used in evaluating your program? • no • in part • fully
34. We realize that no short-answer questionnaire can give a full understanding of any particular program. We will welcome your giving us any additional information you think we should have.